DOCUMENT RESUME

ED 351 885 FL 020 766

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TITLE	Education for International Understanding: Assessment of Student and Institutional Performance and Identification of Obstacles in Exemplary Programs.
INSTITUTION	Council on International and Public Affairs, New York, N.Y.
SPONS AGENCY	Office of International Education (ED), Washington, DC.
PUB DATE	83
CONTRACT	G008102515
NOTE	137p.; Some pages may not reproduce well.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Administrative Problems; *Administrator Attitudes; *Curriculum Development; Demonstration Programs; Elementary Secondary Education; *International Studies; National Surveys; Principals; Profiles; Program Descriptions; Program Design; Program Evaluation; Questionnaires
IDENTIFIERS	*Global Education

ABSTRACT

A study was undertaken in 1981-83 to document the nature and extent of international studies and global awareness programs in elementary and secondary schools in the United States. The study involved a national survey of 1,300 principals in which the administrators were asked to identify the most pressing needs and obstacles to program implementation. Needs cited included a clear, written definition of global education and lists of educational objectives appropriate for various grade levels. The obstacles mentioned included insufficient time to cover present priorities, competing higher priorities, and lack of adequate funding. The majority felt teachers were not adequately prepared to deal with global education. Respondents expressed little awareness of organizations with resources to assist them in program development. The study's final report includes a summary of program activities, a summary of project methodology and findings, a tabulation of questionnaire responses and program characteristics, a copy of the questionnaire used in the survey, a draft of the handbook of exemplary programs resulting from the study, and a more detailed report on the survey's methodology. (MSE)

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EDUCATION FOR INTERNATIONAL UNDERSTANDING: ASSESSMENT OF STUDENT AND INSTITUTIONAL PERFORMANCE AND IDENTIFICATION OF OBSTACLES IN EXEMPLARY PROGRAMS

September 15, 1981 - March 14, 1983

Final Performance Report to the Language and Area Research Program, Office of International Education, U.S. Department of Education

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Final Report on Department of Education Language and Area Research Program Project on "Education for International Understanding: Assessment of Student and Institutional Performance and Identification of Obstacles in Exemplary Programs."

Grant No. G008102515

Time Period:	September 15, 1981 - March 14, 1983
Date of Submission:	June 10, 1983
Name of Institution:	Council on International and Public Affairs, Inc.
Title of Project:	International Education Assessment Project
Name of Project Director:	Ward Morehouse

1. Major activities and accomplishments since last progress report

a) A substantial amount of effort has gone into classifying and tabulating the 1,542 responses we received to our request for brief "profiles" on global/international education school-level programs. Of this total, 1,300 were found to be suitable for tabulation and met the criteria of the Project. (Many of those not tabulated were from non-school agencies; even though these typically involved the provision of services to schools and teachers on global/international education, the focus of the Project is on school-based programs.)

Attachment II to this report is the tabulation of these 1,300 responses, along with a copy of the survey instrument.

b) Another focus of substantial effort in the Project has been on preparation of the handbook of exemplary programs in global/international education. As a first step we identified, after extensive consultation with persons knowledgeable about global/international education in different parts of the U.S., approximately 100 programs from preliminary responses to the

profile instrument. For these we prepared summary profiles. (One hundred and one of such summary profiles are being submitted as part of the total Project's submission to the Language and Area Research Program--in one set only because of the very large volume of material involved.)

The next step, after further consultation in trying to narrow the choice down to a more limited number of "exemplary" programs (and after considerable effort to make certain that significant programs were not being overlooked) has been to prepare a narrative description of each program based on the material submitted to us. These narrative descriptions constitute the draft version of the handbook of exemplary programs in global/international education in elementary and secondary schools, which is being submitted with this report as Attachment III.

c) In the spring of 1982, a test designed to measure understanding of and attitudes toward international and global problems was administered to approximately 1,500 secondary school students in California, Connecticut, Kentucky, Illinois, Indiana, Michigan, Minnesota, New York, and Wisconsin. The results of these tests, which involved both students in global education programs and comparison or control groups not participating in such programs, are reported in Attachment IV (which also includes a copy of the test instrument).

d) Another important component of the Project has been a survey of elementary and secondary school principals to determine their perceptions and attitudes toward global/international education. In cooperation with the National Association of Elementary School Principals and National Association of Secondary School Principals, a survey instrument was distributed to a sample of approximately 2,000 principals in regions of the country selected in terms of indicators of activity in that region in global/international education or lack of such activity. The results of this survey, including a copy of the survey instrument, are given as Attachment V.

e) The Project Coordinating Committee has met twice since the last progress report, three times in all: November 2, 1981 in Washington; March 20, 1892 in Easton, Maryland (at the National Conference on Global Education); and November 25, 1982 in Boston (Annual Meeting of the National Council for the Social Studies). The members of the Project Coordination Committee are as follows:

Walter Brown, President, Council for Intercultural Studies and Programs

Robert Black, Regional International Education Project Director, Council for Intercultural Studies and Programs

H. Thomas Collins, Co-Principal Investigator, International Education Assessment Project

Adelaide Kernochen, Secretary, U.S. Coordinating Committee for UNESCO Associated Schools Project

Winston Turner, Director of Professional Activities, National Association of Elementary School Principals

John Kourmadas, Executive Associate, National Association of Secondary School Principals

Barbara Parramore, former President, National Council for the Social Studies

Andrew Smith, President, Global Perspectives in Education

Judith Torney-Purta, Co-Principal Investigator, International Education Assessment Project, and Professor, Institute for Child Study, University of Maryland

Marylee Wiley, Outreach Director, African Studies Association, Michigan State University, and Co-Chair, Elementary, Secondary, and Undergraduate Education Task Force, National Council on Foreign Languages and International Studies (Co-Sponsor of International Education Assessment Project)

Ward Morehouse, Co-Principal Investigator, International Education Assessment Project, and President, Council on International and Public Affairs

Leon Clark, Director, Center for International Training and Education

Alan C. Purves, International High School, Laboratory School, University of Illinois

John Richardson, President, Youth for Understanding

James Becker, Director, Social Studies Development Center

Steve Lamy, School of International Relations, University of Southern California (IEAP Evaluator)

f) Members of the Project team have consulted on several occasions with the Project Evaluator, Dr. Steve Lamy of the University of Southern California, who has also had an opportunity to review the survey instruments in draft form. He will participate in a major review of the findings of IEAP planned for the fall of 1983 (see 7. Other Activities below).

2. Problems

The very large response--far beyond our most optimistic expectations--to our request for profiles on global/international education activities at the local school level, while a positive indicator of more widespread interest at that level than we had thought, posed very substantial problems in tabulation and analysis of the responses. Because the cost would have far exceeded our modest budget, we had to abandon computerized tabulation, which would have

made possible more sophisticated analysis, and use instead student help in a low-cost manual tabulation.

The advice received from the Project Coordinating Committee and other knowledgeable and informed sources led the Project team to conclude that, given both time and budgetary limitations, it would not be possible to carry the handbook of exemplary programs all the way to the point of publication. Among other things, there were formidable problems of definition of what were exemplary. The programs to include in the Handbook could be chosen only at the last meeting of the Project Coordinating Committee in November 1982, and there was a crucial need, before anything could be published, to subject the programs proposed for inclusion to some kind of independent verification and assessment. Consequently, we have concentrated on carrying the Handbook to the penultimate stage of producing a draft version. We have also sought and secured additional funding to make possible completion of the Handbook in publishable form.

The proposal suggested that 1,500 tests would be administered in 50 schools in five states. In fact, approximately 1,500 surveys were administered in a larger number of states (nine) but a small number of schools (23). This was a result of a decision to test a larger number of students in each school to make a more stable estimate of programs' effects. At one point, it appeared that we would administer substantially more than 1,500 surveys. Several persons who had originally agreed to use the test in their schools were unable to do so at the last minute. This was especially unfortunate because the original demand for tests exceeded the number printed and some others who also expressed willingness to use the test could not be supplied with it. The report of the analysis of the test found in Attachment IV represents the first attempt to compare the effectiveness of global education programs using different models, and to examine statistically the predicters of global awareness and global concern.

We experienced unanticipated problems with the survey of elementary and secondary school principals. Getting the sample we needed proved to be exceptionally difficult. The result is that the dissemination of the survey instrument was greatly delayed, causing us to request an extension of two and a half months in the completion of the Project. This delay in turn made it impossible for us to follow up with non-respondents to the initial mailing of the survey instrument, so that we did not get the full number of replies originally contemplated. However, we feel we have experienced a good rate of return to the initial dissemination of the questionnaire and have interesting findings, as reported in Attachment V.

3. Significant findings and events

a) Major events are the various steps taken in implementing the Project as indicated above, especially in the first section on activities.

b) By far the most significant finding of the Project is that there appears to be far more widespread interest and involvement in global/international education at the school level than is generally recognized.

Another significant set of findings is derived from the results of the student tests. Thus, statistically significant differences are evident in cognitive global awareness between those students tested who were involved in global/international education programs based on different models. Further, a number of significant predicters were identified, some of which have implications for educational policy and practice.

The survey of elementary and secondary school principals reveals how limited is the awareness of these important "change agents" in schools about programs and services designed to help them strengthen global/international.

c) Taken collectively, the various activities underlying these findings and the findings themselves represent substantial fulfillment of the Project as set forth in the original project proposal, including assessment of student and institutional peformance in projects and programs funded under NDA Section 603 and initiatives related in character and purpose such as the UNESCO Associated Schools Project on Education for International Cooperation and Peace, schools participating in the International Baccalaureate, and international high schools. All four of the benefits specified on page 5 of the project proposal have been met in greater or lesser degree.

4. Dissemination activities

While most of the dissemination of the results of the Project of necessity have had to wait completion of its various components, preliminary findings were drawn upon by one of the co-principal investigators, Professor Judith Torney-Purta, in preparing the national report for the United States presented by the U.S. delegation at a major intergovernmental conference under the auspices of UNESCO on the implementation of the UNESCO Recommendation on "Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms," which was held in Paris in April 1983. This report was translated into French and Spanish and distributed in three languages.

It is anticipated that articles based on the student test and the principal survey will be published in appropriate professional journals.

The handbook of exemplary programs will, when completed, be given widespread dissemination. While final arrangements are still being formulated, it is anticipated that the Handbook will be jointly published by Global Perspectives in Education, Inc., and by the National Council of Foreign Languages and International Studies (Task Force on Elementary, Secondary, and Undergraduate Education), which is a co-sponsor of the Project.

5. Capital equipment acquisitions

None.

6. Data collection and evaluation

This is described in greater detail in Section 1 above. We have gathered data in all five of the categories set forth on page 12 of the original project proposal.

The principal evaluation procedure followed in the Project was the process of formative evaluation. Members of the Project Coordinating Committee, all knowledgeable about international education and several with extensive experience in program evaluation, played an active role in developing the testing and survey instruments used in the Project. These instruments and designs for implementing different components of the Project were circulated in draft form, discussed at Committee meetings, and revised in light of inputs from the Committee.

7. Other activities

A number of these activities have been described in Section 1 above. In addition, funding has been secured to organize a small conference in the fall of 1983 to take stock of the results of the International Education Assessment Project and related initiatives in order to evaluate the status of global/international education in American schools. Out of this conference we expect will emerge some guidelines and priorities for future efforts in implementing and assessing global/international education.

8. Staff utilization

The Project team--H. Thomas Collins, Judith Torney-Purta, and Ward Morehouse--has carried overall responsibility for implementation and completion of the Project. In terms of division of labor within the Project staff, Tom Collins has been primarily concerned with the principals' survey, Judith Torney-Purta with the student test, and Ward Morehouse with the profiles and handbook of exemplary programs.

A Project office has been maintained throughout the duration of the Project at the Council on International and Public Affairs Program office in New York City. A Project research assistant and coordinator, David Dembo, has looked after the day-to-day work on the Project under the supervision of the Project Director, Ward Morehouse.

Signature of Project Director

6/10/83
Date

Attachments:

I. Progress Report for September 15, 1981 - March 15, 1982
II. Tabulation of Global/International School Profile Responses (including the test instrument)
III. Draft Handbook on Exemplary Programs in Global/International Education
IV. Analysis of Student Tests of Global Awareness and Concern (including the test instrument)
V. Analysis of Elementary and Secondary School Principals' Perceptions of and Attitudes toward Global/International Education (including the test instrument)

In addition, 101 profiles of institutional performance in global/international education are being provided in one set only (because of the very large bulk of the material) to the Language and Area Research Program, Office of International Education, U.S. Department of Education.

Original (without Attachments III-V) to:

Grant and Procurement Management Division
Attention: Gregory Vick
Higher and Continuing Education Branch
U.S. Department of Education
Washington, D.C. 20202

Three copies (with all Attachments) to:

Joan Cassidy
Language and Area Research Program
Office of International Education
U.S. Department of Education
Washington, D.C. 20202

(The final financial report on the Project is being submitted separately, one copy to the Grant and Procurement Management Division and three to the Language and Area Research Program.)

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August 1983

SUMMARY OF THE PROJECT AND ITS FINDINGS

Purpose and Sponsorship

The purpose of the Project is to make a *selective* assessment of the impact of elementary and secondary school programs on global and international issues on students, teachers, and schools throughout the United States. Basic financial support has come from a $34,545 grant from the Office of Internation Education of the U.S. Department of Education, supplemented by additional support from the Council on International and Public Affairs and the Mertz-Gilmore Foundation.

The Project was initiated in September 1981, with the major part of the work completed under the USDE grant by March 1983. Some follow-on activities are continuing thereafter (see **Next Steps** below).

The Project is being sponsored by the Council on International and Public Affairs and the Task Force on Elementary, Secondary, and Undergraduate Education of the National Council on Foreign Languages and International Studies. Implementation of the Project has been assisted by a sixteen-person Project Coordinating Committee representing a number of leading professional associations and educational institutions concerned with global/international education.

Responsible for implementation of the Project has been a team of three Project coordinators: H. Thomas Collins, Consultant on Global/International Education to national educational organizations; Ward Morehouse, President of the Council on International and Public Affairs; and Judith Torney-Purta, Professor of Human Development at the University of Maryland. They have been assisted by David Dembo, Research Associate on the staff of the Council.

The selective nature of the assessment is reflected in the three principal components of the Project described below. Given the limited budget (less than

one tenth of a similar assessment of international studies in the undergraduate curriculum undertaken by the Council on Learning), the goals of this investigation have been correspondingly limited.

Major Components and Findings

1. Profiles of School-Based Programs in Global/International Education

One of the objectives of the Project has been to document the nature and extent of school-based programs dealing with global problems and international issues, including the study of other countries and world regions. Some 10,000 brief questionnaires requesting information were circulated to a variety of mailing lists. (Some individuals received duplicate requests.) A total of 1,542 responses were received, of which 1,300 were found to be suitable for tabulation and met the criteria of the Project as being school-based. (Many of those not tabulated were non-school agencies involved in the provision of services to schools and teachers on global/ international education. The focus of the Project is, however, on school-based programs.)

The responses tabulated came from 49 of the 50 states and were fairly evenly distributed throughout all major regions of the country, with a somewhat greater concentration in New England and the middle Atlantic states, the Great Lakes and Central Plains states, and the West Coast. They were also reasonably well distributed among rural, small town, suburban, and urban communities, with the greatest concentration in the last two.

While the largest single number of programs tabulated (44 per cent) were secondary level (grades 10-12), a substantial number involved intermediate and elementary grades (25 per cent), with another 15 per cent covering all grade levels. Most programs tabulated included school-based elective courses of study, but substantial proportions also involved school-based and district-wide requirements and state-mandated programs. A significant number also included extracurricular activities of various kinds.

The very large number of questionnaires returned--far beyond the most optimistic expectations of the Project coordinators--suggests that, notwithstanding budget cuts, shrinking enrollments, and many other adversities affecting elementary and secondary education, there is substantial, widespread interest in global/international education at the local school level. Further, a great diversity of programs exists.

2. Survey of Elementary and Secondary School Principals

Building principals have long been identified as key actors in determining the content and character of classroom instruction in elementary and secondary schools and as playing a major role in shaping and directing change in the schools. A survey questionnaire was sent in the fall of 1982 to 1,884 members of the National Association of Secondary School Principals and 1,460 members

of the National Association of Elementary School Principals in 30 zip-code locations in the country selected to provide samples from geographic regions known to differ in the existence of regional or university-based efforts to stimulate global/international education. A total of 1,346 responses were received, of which 1,025 were sufficiently completed to be tabulated.

The respondents, whose names were drawn from the membership records of NASSP and NAESP, were divided 58 per cent from the former and 42 per cent from the latter, reflecting roughly similar response rates since the initial sample was weighted with a greater representation of secondary school principals. The communities in which they are working cut across the spectrum of rural, small town, suburban, and urban, with the largest number (39 per cent) in suburban communities.

Principals were asked to identify the needs which were most important for implementing programs in global/international education. The two most widely mentioned needs were a clear, written definition of global education and lists of objectives appropriate for various grade levels. The three most widely mentioned obstacles to global education were insufficient time to cover present priorities, competing higher priorities, and lack of adequate funds. Over two thirds of the respondents felt that teachers in their schools were "not adequately prepared to deal with global education."

School principals were asked where they would turn for help in introducing or strengthening global/international education in their schools. Most mentioned national professional organizations in education with which they are affiliated and state departments of education. Very few mentioned national organizations specifically concerned with promoting global/international education in the schools or projects receiving federal funding to serve as demonstrations or to provide services to strengthen global education in elementary or secondary schools. There was in fact almost no awareness of these projects by the respondents.

An overwhelming proportion of the respondents felt that global education was important for their schools, and a significant percentage (78 per cent) indicated that it is "something our school does somewhat." Only 2 per cent stated that global education is "something our school does well," indicating that there is vast room for improvement.

3. Evaluation of Global Awareness and Global Concern of Secondary School Students

A testing instrument, based upon the instrument developed for use with college students by the Educational Testing Service but substantially modified to make it appropriate for use at the high school level, was administered to approximately 1,500 students in 23 schools in nine states in the spring of 1982. These schools were selected to reflect several different categories of involvement in international education programs and activities, including so-called International High Schools, schools participating in the International Baccalaureate curriculum, schools linked to the worldwide network of the UNESCO Associated Schools concerned with promoting international understanding and cooperation, and schools which had received U.S. Department of Education

grants to support global/international education. In 16 of the 23 schools the testing of a group of students exposed to some form of global education and a comparison group without such exposure or participation turned out to be feasible.

The most substantial predictor of the cognitive Global Awareness score was the student's grade point average, followed by sex (boys had higher Global Awareness scores). Students who reported reading the international news in the newspaper had higher scores. Also important as a predictor of higher Global Awareness Scores was participation in some kind of global or international education program (i.e., students from International High Schools, International Baccalaureate schools, and special school-wide programs in global education). Vis-iting another country (especially if the student stays a month or longer) was a positive predictor of Global Awareness.)

Some courses appeared to make a positive contribution to Global Awareness (e.g., International Relations, Soviet and Eastern European Studies, Geography, or Current Events) while others made no significant difference in Global Awareness (e.g., World History, World Cultures, Asian, African, and Latin American Studies). However, no information was obtained about the specific content of these courses.

Predictors of Global Concern, an attitudinal variable, are more difficult to identify but include several of the predictors for cognitive scores, including reading international news in the newspaper, grade point average, and sex (girls have more positive attitudes). Other predictors include participation in extra-curricular activities with international content and perceived foreign language fluency.

It should be emphasized that the findings from the administration of this evaluation instrument are based on a limited number of students and schools. For more conclusive results, replication would be valuable. However, this study is more extensive than any evaluation study of global/international education previously conducted. The results based on the use of this instrument thus far suggest that some global/international education programs do make a positive contribution to the Global Awareness and Global Concern of secondary school students. In particular, the effective programs appear to be those which have continuity, those which have combined curricular with extra-curricular activities, and those which have stressed teacher training.

Next Steps

A small working conference on defining standards and measuring performance in international education is planned for the late fall of 1983. It is hoped that this conference will lay the groundwork for continuing availability of testing instruments that can be used to assess student performance in international education.

Based on the profiles of school programs in global/ international education accumulated by the Project, a more limited number of "model" programs have been identified. A handbook describing these programs will be issued in 1984.

Documentation from the Project

Available from the Project office are three items of documentation:

1. Tabulation of Global/International Education School Profiles
2. Draft Report on Survey of Elementary and Secondary School Principals Regarding Global Education
3. Report of the Evaluation of Global Education Programs in 23 Schools in Nine States

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October 1982

Attachment II to Final Report
on International Education
Assessment Project

TABULATION OF GLOBAL/INTERNATIONAL EDUCATION SCHOOL PROFILES

DRAFT subject to minor adjustments to eliminate internal inconsistencies

INTERNATIONAL EDUCATION ASSESSMENT PROJECT

November 11, 1982

REGIONAL* BREAKDOWNS OF RESPONSES TO INITIAL PROFILE MAILING

Total responses: 1542 Applicable responses: 1300 from 49 states (excluding Montana)

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
Number of profiles tabulated	136	333	75	58	60	218	185	25	210	1300
Would you describe your school as predominantly:										
Rural	17	28	22	8	2	49	13	2	19	160
Small town	29	67	12	8	9	47	27	10	31	240
Suburban	60	142	28	19	27	68	72	9	96	521
Urban	35	98	15	25	20	51	74	4	64	386
No answer	1	5	0	0	1	3	1	0	2	13
Your school enrollment is:										
2,000 or more	16	77	17	19	27	46	45	7	44	298
1,000 - 1,999	47	113	22	20	16	59	41	6	54	378
500 - 999	34	84	18	12	12	52	55	6	50	323
less than 500	36	60	16	4	7	53	40	6	63	285
No answer	3	6	2	3	1	1	7	0	1	24

* See attached sheet for breakdown of states by region.

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
Circle all of the grades your building includes:										
Elementary (K-6)	13	28	10	2	4	32	10	0	34	133
Intermediate (7-9)	20	54	16	6	7	26	34	5	25	193
Secondary (10-12)	63	154	23	25	21	90	85	11	100	572
K - 12	14	36	10	15	15	42	20	6	25	183
K - 9	6	15	0	0	2	1	15	1	20	60
7 - 12	14	34	5	3	4	17	15	0	3	95
No answer	2	7	5	2	7	4	6	1	2	36
What is your specific job?										
Teacher of grade(s)										
K - 6	10	23	7	5	6	29	8	0	27	115
7 - 9	21	65	15	8	4	35	30	5	27	210
10 - 12	53	130	20	20	16	101	72	9	92	513
Unspecified	5	2	0	1	2	2	3	0	5	20
Administrator of										
Elementary (K - 6)	3	7	2	1	1	4	3	0	7	28
Intermediate (7 - 9)	1	7	2	1	1	1	1	0	3	17
Secondary (10 - 12)	13	17	3	3	3	5	15	2	8	69
K - 9	2	5	0	0	0	1	5	1	14	28
7 - 12	2	14	3	0	2	8	11	0	1	41
K - 12	4	20	5	2	5	12	6	2	12	68
Other	44	73	21	26	24	38	52	7	36	321
No answer	0	5	0	0	2	0	0	0	0	7

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
As I understand global/international education it is: (check all that you think apply)										
An important idea	111	304	63	46	48	201	150	25	186	1134
An unnecessary idea	0	0	0	0	0	1	1	0	2	4
A dangerous idea	1	0	0	0	4	0	0	0	0	5
An overdue idea	52	131	31	25	24	79	95	9	96	542
Something our school does well	38	90	11	13	12	37	51	7	45	304
Something our school does somewhat	88	185	47	30	39	149	95	17	140	790
Something our school does not at all	20	14	5	5	7	4	6	2	12	75
Something schools should do more about	84	263	59	46	44	172	158	21	189	1036
Something schools should do a little more about	33	70	13	10	7	33	31	3	38	238
Something schools need not do anymore about	2	3	0	0	1	2	1	0	4	13
No answer	0	1	0	1	0	0	1	0	0	3
Check all of the following items that apply to your present program:										
School-based elective(s)	81	163	26	32	32	124	104	16	102	680
School-based requirement(s)	46	126	15	18	13	76	68	8	76	446
District-wide requirement(s)	31	133	20	22	22	85	66	11	106	496
State-mandated program(s)	24	136	47	21	16	53	36	3	80	416
A formal curricular offering	62	165	23	29	26	90	88	12	92	587
An extracurricular/club activity	37	90	17	14	24	48	46	7	47	330
Other configuration(s)	20	39	13	13	11	29	30	4	34	193
No answer	11	14	7	3	5	13	7	2	12	74

Check all of the following topics that are specifically taught as global/international concerns:	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
Cross-cultural communications	78	213	35	37	28	107	119	17	122	756
Development issues	44	148	15	19	19	77	70	12	71	475
Energy	69	203	43	37	34	148	117	20	131	802
Environment	61	206	41	36	33	135	124	19	145	800
Food and hunger	75	232	37	49	28	145	125	22	130	843
Future studies	28	100	17	17	16	59	61	15	62	375
Human rights	69	215	38	34	25	121	114	12	123	751
Inflation/economic problems	68	207	39	32	34	121	118	19	123	761
Nuclear Disasters	23	109	19	20	7	65	60	8	65	376
Population	41	197	24	36	30	126	117	20	124	715
Racism	65	174	23	24	15	107	92	9	100	609
Terrorism/conflict/violence	59	156	21	28	18	81	66	11	75	515
United Nations/UNESCO/Other UN agencies	57	164	34	38	23	94	100	9	92	611
Women's rights	48	149	20	37	12	76	73	10	55	480
World health	33	126	20	14	13	48	56	9	62	381
World trade/aid	42	168	30	27	25	97	106	13	92	600
Other	13	25	3	8	6	16	8	3	14	96
No answer	12	16	9	3	12	13	11	1	12	89

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
Check all of the following courses that are offered in school/program:										
World Cultures	94	245	46	26	27	131	96	13	132	810
World geography	72	173	51	39	47	125	130	20	147	804
World history	78	177	42	43	52	161	135	19	142	849
African studies	53	173	16	17	13	72	66	9	60	479
Asian/Pacific studies	58	173	16	16	15	79	72	9	64	502
Latin American studies	43	129	10	18	18	59	46	8	67	398
Soviet/East European studies	50	135	11	10	13	72	67	11	40	409
Western European studies	79	196	16	20	21	103	80	10	80	605
International relations	39	110	16	23	18	68	64	8	62	408
Current events	101	212	43	37	36	152	121	19	131	852
Other	20	34	7	8	8	25	28	3	26	159
No answer	1	9	3	3	2	2	6	0	9	35
Check all of the foreign languages offered in your program/school:										
Chinese	9	6	1	1	2	6	3	1	10	39
French	118	217	58	45	51	124	141	25	128	907
German	52	160	23	23	31	123	98	18	96	624
Italian	23	70	3	4	2	1	9	2	14	128
Latin	72	138	30	24	24	36	82	4	36	446
Russian	13	32	4	2	5	15	20	3	15	109
Spanish	110	277	36	46	54	132	150	25	156	986
Other(s)	11	20	3	12	3	4	21	3	15	92
No answer	12	43	11	8	6	47	19	0	44	190

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
Check all of the following types of resources used in your program/school:										
Student exchange	72	156	33	19	32	138	98	18	106	672
Teacher exchange	20	48	14	4	4	37	26	11	33	197
Sister cities program	13	19	2	7	8	23	14	5	24	115
Local community persons	95	221	41	44	46	131	128	20	140	866
Foreign college students	20	40	14	8	11	36	37	4	24	194
College or university faculty	41	100	23	23	27	44	74	11	57	400
Non-student foreign visitors	52	84	20	14	21	52	64	7	56	370
World affairs councils	26	54	5	6	0	34	37	2	61	225
Educational television/radio	78	194	54	39	37	125	127	15	126	795
Newspaper/periodical classroom materials	116	278	64	50	55	191	142	21	175	1092
Other(s)	15	28	4	11	6	20	22	3	17	126
No answer	2	15	2	2	3	6	5	1	8	44
With what outside organization(s) have you worked to develop or maintain your program?										
Private, voluntary or professional organization	61	154	29	18	28	74	74	9	88	535
Federal, state or government agency	15	43	9	7	7	19	25	2	19	146
University-based program or center	30	41	11	13	8	51	49	12	35	250
Foundation	0	1	1	1	1	14	6	1	23	48
Other	13	17	5	3	6	17	15	1	20	97
None	13	43	12	12	7	31	23	3	40	184
No answer	29	92	24	17	14	60	35	4	44	319

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
What are the primary teaching/ learning resources or materials you use?										
Textbooks	62	181	30	30	31	101	102	10	126	673
Audio-Visual	49	95	23	21	16	73	52	5	81	415
Periodicals	35	75	28	13	10	77	52	4	73	367
Other	60	151	24	21	35	57	78	11	57	494
None	0	1	3	2	2	5	3	0	1	17
No answer	24	71	21	16	16	45	28	7	37	265
What outside or supplementary funding sources have you used?										
Private foundation organization	13	17	5	4	3	13	22	2	25	104
Federal government	9	23	2	7	4	15	15	3	14	92
State government	9	14	2	3	4	8	11	2	9	62
Other	18	16	4	10	4	7	11	1	16	87
None	61	160	38	21	33	110	92	13	105	633
No answer	25	106	23	18	14	62	41	6	52	347
What evaluation data are available on your program?										
Standardized tests for students	11	20	8	2	0	18	12	0	16	87
External evaluation	8	28	6	4	3	10	23	5	23	110
Internal evaluation	25	59	6	10	15	28	37	5	36	221
Other	4	7	0	2	2	5	5	0	1	26
None	53	111	35	20	26	91	67	10	73	486
No answer	40	108	19	22	16	67	46	6	66	390

23

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
How would you describe the support you have received from your administration?										
Excellent	52	109	19	20	19	62	65	10	58	424
Above average	49	144	24	24	25	97	74	10	74	521
Average	5	19	4	5	4	23	12	2	14	88
Below average	14	26	13	4	2	18	21	2	23	123
Non-existant	10	16	6	2	5	7	12	1	12	71
No answer	12	25	8	3	6	11	3	1	18	87
What was the source of the initial idea or inspiration for your global/ international education program?										
Individual teacher(s)	50	84	19	10	14	60	51	10	64	362
Participation in a conference, seminar or workshop	21	31	9	3	7	48	20	4	22	165
School administration	10	32	2	11	4	16	7	2	33	117
Overseas consultant(s) or visitor(s)	3	3	1	0	1	3	6	0	1	18
Interest within the community	4	5	6	4	0	5	6	1	9	40
Other	20	103	13	11	15	51	0	7	32	302
No answer	37	80	27	22	20	41	42	3	50	322
What role has international cooperation played in your program?										
A great deal	16	42	8	8	8	17	19	4	21	143
Some	50	114	29	19	19	106	83	12	81	513
Very little	21	67	16	7	16	38	32	5	40	242
Not at all	38	93	20	20	12	49	38	4	55	329
No answer	9	18	2	2	6	7	10	0	9	63

	New England	Mideast	Middle South	South-east	South-west	Central Plains	Great Lakes	Mountain West	Far West	Total
Are you familiar with the UNESCO recommendation of education for international understanding, cooperation and human rights?										
Yes	52	132	21	29	33	82	77	12	75	513
No	76	192	48	27	24	132	84	13	115	711
No answer	3	9	2	2	3	9	3	0	9	40
Additional comments:										
some comments	17	39	7	7	6	49	26	5	38	194
substantial comments	22	26	8	7	5	7	14	6	17	112
Information attached	21	48	11	9	12	14	39	4	28	186
No answer	75	216	50	34	39	148	94	16	131	803

International Education Assessment Project

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777 United Nations Plaza
New York, NY 10017
(212) 972-9877

Project Coordinators

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Washington, DC 20011
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Judith Torney-Purta
Institute for Child Study
University of Maryland
College Park, MD 20742
301/454-2034; 2036

Please reply to the Project Office at the address above unless otherwise n

October 25, 1982

Division of states for tabulation totals of initial Profiles

New England

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Mideast

Delaware
District of Columbia
Maryland
New Jersey
New York
Pennsylvania

Middle South

Kentucky
North Carolina
Tennessee
Virginia
West Virginia

Southeast

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
South Carolina

Southwest

Arizona
New Mexico
Oklahoma
Texas

Central Plains

Iowa
Kansas
Minnesota
Missouri
Nebraska
North Dakota
South Dakota

Great Lakes

Illinois
Indiana
Michigan
Ohio
Wisconsin

Mountain West

Colorado
Idaho
Montana
Utah
Wyoming

Far West

Alaska
California
Hawaii
Nevada
Oregon
Washington

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GLOBAL/INTERNATIONAL EDUCATION SCHOOL PROFILE

Note: To help us begin to identify individual schools and/or school systems that have active programs in global or international education, we would like you to complete the following questionnaire. This instrument is a prototype not yet in final form and your comments and suggestions would be welcomed.

1. IN WHICH STATE IS YOUR SCHOOL LOCATED? _____

2. WOULD YOU DESCRIBE YOUR SCHOOL AS PREDOMINANTLY: (check one)

   2.1 _____Rural? 2.2 _____Small town?

   2.3 _____Suburban? 2.4 _____Urban?

3. YOUR SCHOOL ENROLLMENT IS:

   3.1 _____2,000 or more 3.2 _____1,000-1,999

   3.3 _____500-999 3.4 _____less than 500

4. CIRCLE ALL OF THE GRADES YOUR BUILDING INCLUDES:

   K 1 2 3 4 5 6 7 8 9 10 11 12

5. WHAT IS YOUR SPECIFIC JOB?

   5.1 _____Teacher of grade(s) _____

   5.2 _____Administrator of grade(s) _____

   5.3 _____Other (please specify) _____

6. AS I UNDERSTAND GLOBAL/INTERNATIONAL EDUCATION IT IS: (check all that you think apply)

   6.1 _____An important idea 6.2 _____An unnecessary idea

   6.3 _____A dangerous idea 6.4 _____An overdue idea

   6.5 _____Something our school does well 6.6 _____Something our school does somewhat

   6.7 _____Something our school does not at all 6.8 _____Something schools should do more about

Continued

6.9 _____Something schools should do a little more about

6.10 _____Something schools need not do anymore about

comment:

7. CHECK ALL OF THE FOLLOWING ITEMS THAT APPLY TO YOUR PRESENT PROGRAM:

7.1 _____School-based elective(s)

7.2 _____School-based requirement(s)

7.3 _____District-wide requirement(s)

7.4 _____State-mandated program(s)

7.5 _____A formal curricular offering

7.6 _____An extracurricular/club activity

7.7 _____Other configuration(s) (please specify)

8. CHECK ALL OF THE FOLLOWING TOPICS THAT ARE SPECIFICALLY TAUGHT AS GLOBAL/INTERNATIONAL CONCERNS:

8.1 _____Cross-cultural communications

8.2 _____Development issues

8.3 _____Energy

8.4 _____Environment

8.5 _____Food and hunger

8.6 _____Future studies

8.7 _____Human rights

8.8 _____Inflation/economic problems

8.9 _____Nuclear Disasters

8.10_____Population

8.11_____Racism

8.12_____Terrorism/conflict/violence

8.13_____United Nations/ UNESCO/other U.N. agencies

8.14_____Women's rights

8.15_____World health

8.16_____World trade/aid

8.17_____Other (please specify)

9. CHECK ALL OF THE FOLLOWING COURSES THAT ARE OFFERED IN SCHOOL/PROGRAM: (If your school is pre-secondary, check those topics that are taught as units of study.)

9.1 _____World cultures

9.2 _____World geography

9.3 _____World history

9.4 _____African studies

9.5 _____Asian/Pacific studies

9.6 _____Latin American studies

9.7 _____Soviet/East European studies

9.8 _____Western European studies

9.9 _____International relations

9.10_____Current events

Continued

9.11____Other (please specify)

10. CHECK ALL OF THE FOREIGN LANGUAGES OFFERED IN YOUR PROGRAM/SCHOOL:

10.1 _____Chinese	10.2 _____French
10.3 _____German	10.4 _____Italian
10.5 _____Latin	10.6 _____Russian
10.7 _____Spanish	10.8 _____Other(s) (please specify)

11. CHECK ALL OF THE FOLLOWING TYPES OF RESOURCES USED IN YOUR PROGRAM/SCHOOL:

11.1 _____Student exchange	11.2 _____Teacher exchange
11.3 _____Sister cities program	11.4 _____Local community persons
11.5 _____Foreign college students	11.6 _____College or university faculty
11.7 _____Non-student foreign visitors	11.8 _____World affairs councils
11.9 _____Educational television/radio	11.10_____Newspaper/periodical classroom materials

11.11_____Other(s) (please specify)

12. WITH WHAT OUSIDE ORGANIZATION(S) HAVE YOU WORKED TO DEVELOP OR MAINTAIN YOUR PROGRAM?

13. WHAT ARE THE PRIMARY TEACHING/LEARNING RESOURCES OR MATERIALS YOU USE?

14. WHAT OUTSIDE OR SUPPLEMENTARY FUNDING SOURCES HAVE YOU USED?

15. WHAT EVALUATION DATA ARE AVAILABLE ON YOUR PROGRAM?

Continued

16. HOW WOULD YOU DESCRIBE THE SUPPORT YOU HAVE RECEIVED FROM YOUR ADMINISTRATION?

/_____/_____/_____/_____/

Excellent Above Average Below Average Non-existant

17. WHAT WAS THE SOURCE OF THE INITIAL IDEA OR INSPIRATION FOR YOUR GLOBAL/INTERNATIONAL EDUCATION PROGRAM?

18. WHAT ROLE HAS INTERNATIONAL COOPERATION (exchanges of students, teachers, or materials with other countries, etc.) PLAYED IN YOUR PROGRAM?

18.1____A great deal 18.2____Some

18.3____Very little 18.4____Not at all

19. ARE YOU FAMILIAR WITH THE UNESCO RECOMMENDATION OF EDUCATION FOR INTERNATIONAL UNDERSTANDING, COOPERATION AND HUMAN RIGHTS?

_____Yes _____No

20. PLEASE GIVE US THE NAMES OF PERSONS (with contact addresses or telephone numbers) WHOM WE MIGHT CONTACT TO OBTAIN ADDITIONAL INFORMATION ABOUT YOUR PROGRAM.

21. YOUR NAME, COMPLETE ADDRESS, AND TELEPHONE NUMBER:

Name_____

Address_____

City, State, Zip_____

Telephone_____

22. ADDITIONAL COMMENTS: (please enclose any descriptive material on your program.)

Please return questionnaire to:

International Education Assessment Project
Suite 9H, 777 United Nations Plaza
New York, NY 10017
(212) 972-9877

Thank you very much for your cooperation.

11/81

International Education Assessment Project

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Please reply to the Project Office at the address above unless otherwise noted.

Attachment III to Final Report on International Education Assessment Project

Draft Handbook of Exemplary Programs in Global/International Education

INTERNATIONAL EDUCATION IN PRACTICE: DESCRIPTIONS AND COMMENTARIES

(Tentative Title of Published Version of Handbook)

prepared by

David Dembo

Ching Lin

Charles County Board of Education

La Palta, Maryland 20646-0170

(301) 375-8100

Title of Program: Global Education
Grade Level(s): K - 12
Name of Program Director or Contact Person: Dr. Sudha K. Haley

A) INITIATIVE FOR THE PROGRAM

The National Association of Elementary School Principals offere d funding through the Longview Foundation for global education. The budget included remuneration for substitute teachers, consultants and meterials of instruction.

B) PROGRAM FOCUS

The program's main goal is to alert students to the interdependence between Charles County and other regions around the world. The program is set up to teach the students awareness and appreciation of other cultures.

C) CURRICULUM

Educators in Charles County attempt to achieve their goal of global education by incorporating international activities into the existing curriculum. This is accomplished through social studies units and lesson plans dealing with Language Arts, Reading and Math.

The school system in Charles County emphasizes the basics as a priority for instruction in the schools. By incorporating global activities into the curriculum guides for reading, language arts, and math, educators in Charles County have been able to implement the program without imposing on existing workloads.

D) INSTRUCTION

The curriculum guides developed to implement the Global Education program in Charles County schools include lesson plans which make use of

a variety of teaching materials. These include use of persons in the surrounding communities to demonstrate various cultural aspects of foreign countries, preparation of foods from other countries, and examples of foreign literature and music.

Students are directly involved in the teaching process through hands-on experiences in the arts. Visits are arranged to embassies and other international institutions. A display of student work related to the program including a rendition of the Ramayana and a food fair is an example of the kind of motivational techniques used to involve students in the program.

Students are encouraged to travel abroad during the summer, although no credit is given for such experiences. In high school classes individual teachers sponsor travel abroad relating to the curriculum areas with which they are involved.

E) STAFF

The experiences of the teachers involved in the Global Education program vary widely. Some teachers have been involved in military service abroad, while others have no direct international experience.

In-service training has been provided for those teachers in the program with no international experience, including total immersion in aspects of a single culture, as well as through interaction with various individuals at embassies.

F) COURSE SCHEDULING AND TEACHING ASSIGNMENTS

The program, due to an emphasis by the Charles County Board of Education on the basics, has been implemented in such a way as to avoid placing undue burdens on teachers involved in the program.

G) STUDENTS

Students at the elementary level, where the program is voluntary,

generally reflect ability of the entire level. The secondary school students involved in the program are generally those more involved in academic pursuits.

H) ADMINISTRATION

The principals in the county vary in degree of global/international experience. The directors of the program find that where such experience exists, those principals are more likely to provide assistance for the implementation of the program.

I) Community

Resources ffom the community, especially parents who have lived abroad or who are recent immigrants, are used as much as possible by those teachers involved in the program.

J) FACILITIES

K) EXTERNAL RELATIONS

The program was initiated through funding by the Longview Foundation for global education with the National Association of Elementary School Principals (NAESP). In-service training has been provided by H. Thomas Collins of NAESP. In addition, a Title IV-C State Grant has been used to write activities related to the reading curriculum.

L) EVALUATION

There has been little evaluation of the program on a formal basis. The program's directors bope that a change of attitude towards global education of those in the community will be the main result.

North Fulton High School
2890 North Fulton Drive
Atlanta,Georgia 30305

(404) 261-1101

Program: Center for International Studies

Grade Level(s) : 9-12

Name of Program Director
or contact Person:Anne Goellner

A) INITIATIVE FOR THE PROGRAM

The Center For International Studies(CIS) is part of the Atlanta Public School Program of introducing subject specialties into all of its high schools by 1985. This particular program was set up to satisfy the need for international understanding in a city and a state where there has been significent growth in international trade,tourism and immigration. North Fulton High School was chosen for this program because of its large population of foriegn born students.

The CIS Program was developed by a curriculum committee of the Center's Community Advisory Council after their study of published recommendations and their needs assessment with students,parents,teachers, professionals and potential employers.

B) PROGRAM FOCUS

The Center for International Studies at North Fulton High School aims to provide a well-rounded high school education with special emphasis on international understanding in culture,politics, and economics. The Center attempts to obtain its goal of teaching global perspectives by requiring competency in a second language and by travel exchanges and participation in the global activities of Atlanta,as well as through their international curriculum.

North Fulton High School (cont.)

C) CURRICULUM

The curriculum goals for the Center for International Studies include competency in a foriegn language, knowledge about international politics, social issues, and about interactions between nations and cultures. the Program is also intended to provide a wide breath of knowledge about international careers. The students will meet these objectives by participating in travel exchanges,and by interacting with a multicultural student body.

The CIS Program hopes to be a medium through which students gain tolerence for other cultures. Courses that are integrated into the normal curriculum which further the CIS objectives are classes such as International Diplomacy, Latin American Studies,Middle Eastern Studies, Global Issues, International Business, International Cuisine, and Intefcultural Communications.

These goals and objectives are simular to those of the school in that they stress academic achievement. They also relate to those of the district by providing career orientation and foriegn language ability. The Center will offer the International Baccalaureate in 1983 to further not only their programs objectives but also to provide a quality general education that will enable students to receive advanced standing and credit in college.

D) INSTRUCTION

The Center's main motivational technique is to introduce students to coursework in a variety of curriculum areas such as folk dance, ham radio and international cuisine. Guest instructors, lecturers, field trips,independent study projects,seminar series, class trips, study abroad, and other means of cultural exchange are parts of the center's program to promote serious student inquiry. This year the Center has also instituted a pro-

Notth Fulton High School (Cont.)

gram of foriegn language video exchange and the offering of extra credit points for participation in international events in the city.

Materials used in the program include paperback books, reprints, film strips, and slides. The Center expects to utilize computers in their social studies program this year. They also have started using a film strip and tape language program, ARCHIPEL, for their level two classes.

A summer study abroad program was introduced through the joint efforts of their Cultural Exchange Council. A spring trip abroad is in the planning stages for later this year. Participation in Atlanta's international events is highly encouraged. Programs such as the Georgia Model U. N. and internships in local businesses are also part of the out-of-class experience at North Fulton High School.

E) STAFF

Half of the teachers in the CIS program are North Fulton High School fcuulty, the other half are experts in a specific field related to the schools international focus. "Global Issues" is a class taught by a PhD. in International Relations, who is currently employed in an international training firm. "International Communication" is a course taught by a teacher with a masters in international administration, formaly a foriegn student advisor. "INternational Business" is taught by a PhD. candidate in Georgia State University's Institute for International Business. Advanced French classes are taught by a French teacher from the Allience Francaise. Arabic is taught by a Lebanese teacher who has had twenty years of teaching experience.

All teachers participating in the CIS program were invited to a two

North Fulton High SChool (Cont.)

day seminar on computer assited international stiudies, and workshops on the International Baccalaureate Program are in the planning stages for later this year.

Teachers of the Center for International Studies collaborate with the curriculum committee in the designing of their courses. Experts in higher education, professionals in the field, parents and students all contribute to the planning of the courses.

F) COURSE SCHEDULING AND TEACHING ASSIGNMENTS

North Fulton has a total student body of over 500 students of which over 100 were born in foreign countries. The CIS program covers grades 9-12.

G) STUDENTS

Students are selscted for CIS on the basis of their interest in the international program. The amount of interest is determined through the application and the teacher recommendations which the student submits to the school. The student must have a reading score at or above grade level, and at least a 2.5 average in social studies, and foriegn language in order to be accepted into the program. these standards must be maintained in order for the student to be allowed to remain in the program. The Center tries to encourage foriegn students to enter the CIS program. A course in intercultural communication gives a chance for AMerican students to interact with students of Latin American and Asian backgrounds. The CEnter actively seeks to recruit Latin Americans for its Spanish three classes so that the students who do not speak Spanish as their native tongue can learn first hand from their peers.

North Fulton (Cont.)

H) ADMINISTRATIVE SUPPORT

The Atlanta Public Schools Administration provides a budget for the CIS program,office and seminar room space, as well as extra classrooms. They also provide supervisory and consultive services to the coordinator. The teachers in the CIS program feel that they do recieve above average support from their administration.

I) COMMUNITY

Students in the program must take a course entitled " Atlanta- and the World." Besides this course students are encouraged to participate in the international and cultural happenings in the citty itself. The internship program required for all seniors often envolves the communities businesses and organizations, such as the Georgia World Trade Club and the Revista de Atlanta.

J) EXTERNAL RELATIONS

Teachers and the coordinator actively seek community resources such as classroom and semminar speakers and members of the advisory council. The developement committee of CIS has generated financial aid and material resourcees approximating 5,000 dollars in the first year. The Coca-Cola Company donated a course in international business. The Committee has made thirty second announcements on public television and has recieved funding for a ten minute slide show presentation. Corporatiions and Universities have loaned members of their staff, and the expenses of the International Baccalaureate Program will be partly paid for by local corporations.

The national council on foriegn language and International Studies has provided advocacy support. The National Association for Foriegn Student Affairs, American Council on Teaching of Foriegn languages and Georgia Alert have provided public relations and publicity support. Global perspectives in education has provided information and networking support. The initial support came from title VI ESAA.

K) EVALUATION

The program has had no systematic external evaluation. It has been selected as one of the first to participate in the IB program.

United Nations International School
24-50 East River Drive
New York
(212) 684-7400

Title of Program: UNIS

Grade Level(s): K-12

Name of Program Director or Contact Person: Elizabeth Fox

A) INTIATIVE FOR THE PROGRAM

The United Nations International School was created under the United Nations charter in 1947 by United Nations parents who wished to provide an international education for their children while preserving their individual heritages.

B) PROGRAM FOCUS

UNIS is considered an experiment in cultural understanding. the school hopes that by providing the chance for interaction with and the learning of different cultures, students will be able to significantly contibute to international cooperation in the future.

UNIS aims to strengthen a student's pride in his or her own heritage while at the same time develope their understanding and tolerence of other cultures.

UNIS also makes an effort to provide an international education which will enable students to gain admission to colleges and universities throughout the world.

Emphasis is placed on individual instruction in hope that the student may be developed as a "whole" person who will be ale to meeet the requirments of the rigerous international curriculum and the challengee of the outside world.

C) CURRICULUM

UNIS offers an international course of studies in which the content,

the teachers and their methods are drawn from all over the world. The children are encouraged and taught to discover for themselves.

There are nine academic departments: ART,MUSIC,PHYSICAL EDUCATION, ENGLISH,ENGLISH as a SECOND LANGUAGE, MODERN LANGUAGES,MATHMATICS, SCIENCE, and HUMANITIES.

UNIS is split into two houses , the junior house, which houses grades K -5, and the senior and tutorial houses for grades 6-12.

ART is vital to the schools educational program. Music courses in theory as well as individual instumental instuction are integral parts of the UNIS art program.

English as a second language is a department which gives intensive training in English to students whith little or no facility in the language. English is the primary language of instruction and is taught in a very challenging manner.

Modern languages are a most important part of the international experience at UNIS. Students have a chance to learn such languages as French, German, Russian, Spanish, Arabic, Chinese, and Japanese.

The mathmatics department provides intensive training in preperation for the exacting standards required by the International Baccalaureate Program. The science department also helps in achieving these standards.

The humanities department includes subjects such as anthropology, geography, history and sociology. The main emphasis in these courses is upon historical change. Courses such as "the individual in society", "individuals and institutions", and the "individual and the modern world" are meant to teach historical perspective. The upper level courses include the study of Latin,history of the Americas,philosophy,and the United Nations.

Students in grades 9-12 are expected to participate in some form of community service each year. The tutorial system for grades 9-12 is intended to promote self-relience, independence,and maturity.The upper secondary level is based on the International Baccalaureate requirements, and is very demanding. A full or part IB diploma can be obtained through the progeam. Placement into English and French universities,and advanced credit in American Universities is often awarded to students holding an IB Diploma.

D) INSTRUCTION

The tutorials provide the students with individualized learning. Even at the lower levels students are encouraged to discover and teach themselves.Teachers and tutors work closely with the students in order for these goals to be reached.

Many of the instructive materials are teacher-made to compliment the text books and biblographical data. Audio visual and computer hardware are tools that are also integrated into the Learning program.

There is a study program which involves students working within their community for credit. These activities are arranged through the principal and are recorded onthe student's transcripts.

The ISA.IBO,UNESCO,ECIS,TCCU(Columbia University),Harvard University and various governments have all worked to develope and maintain the UNIS Program.

Students organize events such as the UNIS/United Nations conference held at the United Nations. UNIS also has an after School activities program which inddudes such things as drama,dance,music,crafts,photography,mother tongue classes, pottery,sculpture,computer programing, typing,video,workshop,drivers ed, and supervised study.

UNIS (Cont.)

E) STAFF

An International teaching staff is sought for the UNIS Program. Teachers from many diverse backgrounds teach using a variety of methods. All the teachers are experts in their respective fields.

F) STUDENTS

UNIS seeks students who will benefit from a challenging, international education. Students are admitted to all levels, however the 10-12 grades are strictly limited because of graduation requirments. Admissiions is based on school records, letters of recommendation, tests, interview, and the ability of the school to offer a program suitable to the student's needs. Students whose parents are affiliated whith the United Nations have first priority in admissions. United Nations students represent 60% of the total student population, the international community 20%, and the local community 20%. Preference is given to U.S. applicants who would be able to participate in the IB Program.

G) ADMINISTRATION

The UNIS faculty feel that they have recieved above average support from their administration for the UNIS program.

H) COMMUNITY

Students in grades 9-12 are expected to participate in a community activity. A student exchange is in the process of being developed.

I) Facilities

The program encompasses the entire school which is comprised of a Junior House and a Secondary school. The Junior House is made up of two campuses, one in Manhatten and one in Queens. The secondary School is housed on the fourth floor of the Manhatten building.

UNIS (Cont.)

J) EXTERNAL RELATIONS

ISA, IBO, UNESCO, ECIS, TCCU (Columbia), Harvard, and different governments have all shown and given support for the UNIS program. The program is primarily government sponsered,

K) EVALUATION

Occasional reports are available ,however no extensive evaluation proceedura has been attempted.

Hibbing High School
Hibbing, Minnesota 55746
(218) 263-3975

Title of Program: Contemporary Affairs Grade Level(s): 10

Name of Program Director or Contact Person: Gerald Hentges

A) INITIATIVE FOR THE PROGRAM

The Contemporary Affairs class at Hibbing High School was begun in response to the lowering of the voting age to eighteen in 1971. Initiative was provided through the interest of the teacher, and his belief that such a course was necessary to enable students to understand better the world in which they live.

B) PROGRAM FOCUS

The overall purpose of the course is to present information provided by the various mass media in an understandable and usable form. Each class begins with an eight minute tape of that mornings news broadcast. The most important topics raised during the broadcast are then discussed during the remainder of the class.

C) CURRICULUM

The Contemporary Affairs class has ten major objectives:
To provide a basis for the interpretation of current social, economic, and political world problems; to create intellectual by assembling facts accurately and deduct possible conclusions from them; to provide for the opportunity to exchange ideas and opinions through discussion of current issues; to create the interest of using television, newspapers, radio, etc., to understand current problems and trends; to develop the ability to distinguish between fact and opinion; to understand what a controversial question is and that most important problems today are controversial; to stimulate the students' awareness of present world problems in order to predict possible future trends; to stress the proper use of T.V., newspapers,

Hibbing High School (cont.)

and other mass media for constructive and informative purposes; to develop the necessary skills for map reading; and to understand the background of a contemporary problem through its historical, economic and geographical aspects.

During 1982, topics of the class include; Mideast pressure points; Soviet policy (Cold war to the present); Central American pressures; Two China Policy; the Western Alliance and U.S. defense; and the Space Age--25 years. In addition the class covers domestic issues including elections, the U.S. economy, and energy issues.

Each class is based in part on the important news stories of the day. Discussions are restricted to persistent news stories. There are a variety of other sources used to enhance the program. Readings from magazines and other sources are assigned and lists of national and international figures and terms are provided along with the assignments. In addition, monthly Current Affiars filmstrips are used when appropriate, as are other taped special reports and programs.

The students are required to complete an in-depth research report on a major contemporary problem each marking period.

D) INSTRUCTION

The Contemporary Affairs course begins with a one week orientation unit directed towards developing map skills as a basis for further discussions. After this initial period, each class begins with an eight minute tape of that mornings news broadcast. These tapes are used to make the events under discussion more immediate and real for the students. Following the tapes those topics considered most important and persistent

from the tapes are discussed. Additional filmstrips from Contemporary Affairs are utilized, when appropriate, to enhance discussions and for more in-depth analysis of specific topics. Three news magazines are subscribed to, including educational programs profided with each. Other texts include Great Decisions 1982, The International Relations Dictionary, the World Almanac, Contemporary World Headline Atlases, Current Issues, globes and bulletin boards.

E) STAFF

F) COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G) STUDENTS

Ninety per cent of the spphmore students at Hibbing High School elect to take the Contemporary Affairs course as one of their electives.

H) ADMINISTRATION

The administration of Hibbing High School has been very cooperative, and its support is considered above average for this course. Funding for the purchase of equipment has been provided by the administration and additional aid for program scheduling and inservice or workshop training has been forthcoming.

I) COMMUNITY

J) FACILITIES

Special facilities for this course include a color T.V. monitor, T.V. cassette recorder and playback, filmstrip projector with record player or cassette, and overhead projector.

K) EXTERNAL RELATIONS

The course was developed with input from the Minnesota Council of Social Studies, GEM, and the World Affairs Center at the University

of Minnesota. In addition the materials previously described, including periodicals, texts, reference works and films,are utilized on a regular basis.

L) EVALUATION

During the semester course students are required to complete an in-depth research report on a major contemporary problem. Other evaluation is according to tests, news quizzes and reading assignments.

While there are no standardized tests used, the course has received favorable feedback from both students and parents at conferences.

Hillcrest High School
160-05 Highland Avenue
Jamaica, New York 11432

(212) 526-7250

Title of Program: School of International Studies
Grade Level(s): 9 - 12
Name of Program Director of Contact Person: Dr. Donald Schwartz

A) Initiative for the Program

The School of International Studies at Hillcrest High School grew out of the belief that global interdependence and the need for international cooperation are two of the least controversial premises of American education.

The program grew out of the efforts of the school's Assistant Principals for Foreign Languages, English and Social Studies.

B) Program Focus

The program at Hillcrest combines programs in Social Studies, English, and Foreign Languages through a coordinated curriculum for those students who have attained minimum requirements for the program. The program revolves around a two-year "around the world" excursion through which the students are exposed to the languages, history and literature and art of vauious geographical areas.

C) Curriculum

The program is an attempt to educate the students in the need for international cooperation and the facts of global interdependence. Given restrictions of finances, oversized classes, reading scores, among others, the School of International Studies is the approach decided upon by the administration and faculty of the participating departments.

Students enrolled in the School of International Studies participate in the normal course work of the school and attend S.I.S. classes during

the last three periods of the day which follow lunch.

The enrollment of S.I.S. is divided into 2 classes of 25 - 30 students. Although there is flexibility in structure to allow for special events, the classes follow two different schedules, one going from S.I.S. Social Studies to the S.I.S. World Tour to S.I.S. English, and the second prodeding in a different order.

The teachers have developed a curriculum guide which combines the traditionally separate disciplines into a single, integrated learning program. Thus, a study of the Spanish Civil War may combine reading For Whom the Bell Tolls with an analysis of Picassos's Guernica.

As part of the program students in their senior year may elect to take a semester in off-campus study. The options include interning at an organization connected with international affairs, or an independent study project resulting in a research paper.

D) Instruction

The main element of the S.I.S. program is a simulated "world tour" conducted by a team of teachers from the Social Studies, English and Foreign Language departments. The 'tour' approach is used to motivate interest in the language and culture of the places visited.

The large group activities which are undertaken as parts of the 'tours', including viewing films or video tapes or testing, free teachers to deal with students on a one-to-one or small group basis. In addition, the field work opportunities and research projects are supervised by individuals and teams of teachers.

The S.I.S. program relys on a variety of teaching materials. The 'tours' in which the students partake may include anything from traditional resources to films, slides, and videos, records, field trips to museums

and ethnic neighborhoods in New Rork, and trips to ethnic restaurants or ethnic foods cooked by students of the school. In addition, for the language mini-courses accompanying the tours, students in the schools who are familiar with the language assist the teacher in demonstrating the language.

E) Staff

One of the strengths of the program is that it relys on available teachers, and maximizes the available teacher time while minimizing costs. The challenge of the structure is that teachers from the various disiplines involved must be able to work together as a team. This team approach is believed to enhance the abilities of the individual teachers and result in a n effort more successful then those of the individuals.

The program was designed by assistant principals of the various departments, and has been able to rely on teachers already in the school throughout the program's seven year history.

F) Course Scheduling and Teaching Assignments

Enrollment in the School of International Studies is limited to two classes of from 25 to 30 students each. The classes which form the special program are scheduled in the afternoon. This both allows students to attend regular classes of Hillcrest in the morning, and allows them to include lunch as part of their S.I.S. program. This means that trips to ethnic restaurants for lunch are possible, and also allows students to do independent projects and internships for an entire half day.

The members of the 'team' are from the three departments involved in the program: Social Studies, Foreign Languages, and English. They each teach aspects of the 'tour' with which they are familiar.

G) Students

The students of Hillcrest include those from fairly affluent to those from very disadvantaged backgrounds. The applicants to the School of International Studies must meet minimum requirements to be admited. They must have completed two years of a foreign language, one year of Western Civilization, and must have attained a minimum overall grade average.

The evidence available suggests that S.I.S. graduates do well in gaining admission to colleges, and have excelled in their studies. Students who have returned have praised the program and believe that the research and writing aspects of the program were particularly valuable. These students claimed to be as well prepared for college work as any other freshmen.

H) Administration

The program was initially developed by the vice principals of the various departments. The support of the administration for the program is stated to be above average.

I) Community

The S.I.S. program integrates its surroundings into the students' education. The cultural facilities of New York City are utilized as are the various ethnic neighborhoods and international organizations and resources. The school arranges visits to the U.S., museums, theatres, concert halls and ethnic restaurants.

In addition the program utilizes professors from nearby colleges and universities. The intern and research projects undertaken by some students make use of the wide variety of international organizations available in New York.

K) External Relations

In 1979 the School of International Studies was identified as an exemplary program by the Office of Education and was awarded a Section 603 grant to disseminate information about the program. The school has not received any other special outside support for its activities.

L) Evaluation

Students must meet certain grade level requirements for admission to the program. The program has its own testing procedures as well as individual evaluation of students' field work and research papers when undertaken.

Benjamin Banneker High School
800 Euclid Street NW
Washington, D.C. 20001
(202) 673-7322

Title of Program: Global Perspectives

Grade Level(s): 10

Name of Program Director or Contact Person: Billie Day

A) Initiative for the Program

The Benjamin Banneker High School was established in September 1982 as a model academic high school. The Global Perspectives course was begun at this time by its current director--Billie Day.

B) Program Focus

The Global Perspectives course is intended to provide students, through an interdisciplinary approach, with an increased knowledge and understanding of the different peoples of the world. The course provides an historical overview of world history from 1500 to the present, and emphasizes change, conflict and interdependence. Much of the year-long required course is devoted to world issues.

C) Curriculum

The program at Benjamin Banneker has five major objectives concerning the students'ability at the end of the course. The students should be able to:

1) Identify the interconnections between one's own life, one's society, and major global concerns and how these interconnections affect future options and choices.

2) Identify basic human commonalities, at the same time recognizing the importance of individual and cultural differences.

3) Identify how perceptions differ among individuals and between groups.

4) Demonstrate the critical thinking and problem solving skills

which enable adequate responses to an electronic age with its increasing volume of information and choices.

5) Demonstrate an ability to respond constructively and flexibly to local, national and global events, as individuals and as members of groups.

The course curriculum was developed by Billie Day and follows a general outline:

I An overview of the Physical Environment of the Planet and the Current Political Geography

II. An Overview of Culture and Its Characteristics with Some Specific Examples and Focus on Perceptions

III. An Introduction to the Social Science Disciplines including an Introduction to the Study of History

IV. The View of the World in 1500; The Expansion of Europe and Its Interaction with Other Cultures (The major events and movements of the 16 - 18th centuries)

V. The Economic, Political and Social Events of the 19th to mid-20th Centuries

VI. The Late 20th Century: Current and Future Issues
- Food, Famine and Human Values
- Environmental Issues
- Economic Interdependence (Trade and Aid)
- Human Rights
- World Resources and Energy
- Population Growth and Change
- War/Peace Issues
- International Organizations

The course combines the Washington D.C. Public School's one semester World Geography and World History courses into an integrated one-year course, with additional dimensions.

D) Instruction

The course utilizes cultural and historical materials and contemporary data and contacts in an attempt to motivate students through varied methods.

Students are encouraged to gather information from as many sources as possible from the city's resources. Each student selects a country and does research on that country throughout the year. Interviews and other contacts with persons knowledgeable about that country encourage a personal committment on the part of the student towards the course.

The Global Perspectives course relys on information from a variety of sources. Printed materials from GPE and CTIR are used, as is Patterns of Human Conflict. Newspapers, periodicals, audio-visual and other materials from various organizations are also utilized. The students are required to do extensive library research and to visit museums as part of their homework.

In addition to materials used in the school, the students are also encouraged to travel abroad, and persons in the area connected with international affairs, including students, visitors, and representatives of various organizations partake in the program either at the school, or through visits to them by the students. Financial assistance was obtained for seven students at the end of the first year of the program for travel on three continents through the programs of Youth for Understanding.

The program encourages interdisciplinary work, and some planning time is set aside for consultation between the disciplines. Projects have been developed envolving cooperation with the English, Foreign Language and Art teachers.

E) Staff

Billie Day initiated the program at Bannecker High, and continues as the primary teacher of the course. The educational backgrounnd and related activities of the teacher include an M.A. in African Studies, an in-progress Ph.D. in Asian Studies, service in the Peace Corps, and extensive travel,

work, and study in Africa, Asia, the Middle East and Europe.

An additional teacher was trained by the developer of the course to assist in teaching one section of the course.

F) Course Scheduling and Teaching Assignments

Global Perspectives at Benjamin Banneker is the required 10th Grade course. In the first year of the school, approximately 140 persons were enrolled in the course.

G) Students

H) Administration

The Global Perspectives course was initiated at the same time as Benjamin Bennecker was established. The teacher of the course describes the support received from the administration as excellent.

I) Community

The course involves the surrounding commun ity for both guest lectures at the school, and as resources for students to utilize for research for their individual projects. While researching the country which the student selects, contacts with organizations and individuals familiar with that country are engouraged.

The program also draws on the resources of Howard University, with which the school is associated.

J) Facilities

No special facilities are provided for the course, however, interdisciplinary work is encouraged. Students are required to obtain a public library card and to use the research facilities of the library.

K) External Relations

The program has no outside funding sources, but does utilize resources of Howard University.

L) Evaluation

The program has not been in existance long enough to generate any follow-up evaluations.

Hamden High School
2040 Dixwell Avenue
Hamden, Connecticut 06514

(203) 248-9311

Program: International Baccalaureate Program

Grade Level(s): 11 - 12

Name of Program Director
or Contact Person: Frances Bennet

A) INITIATIVE FOR THE PROGRAM

The international Baccalaureate Program has been in existence for several years. Hamden High School was first made aware of the program in 1975.

B) PROGRAM FOCUS

The International Baccalaureate Program attempts to educate students with a global perspective, while providing them with a solid education in other subject areas. The program thus provides an umbrella structure under which a broad education is provided with a global perspective.

C) CURRICULUM

The goals of the IB Program coincide with the educational principals of the school. They are considered good educational principals in that they provide the student with exposure to a broad range of subjects.

Students participating in the IB Program must take three subsidiary examinations and three higher level examinations. The examinations are in six areas; science, mathematics, English, a second language, a Study of Man, with another subject chosen from language, science, music theory, art, art history, drama, etc.

D) INSTRUCTION

Student participation in the IB Program is elective. The

motivation of the students stems from their choice to participate in the program, as well as from pressure from their peers.

The IB Program utilizes standard teaching materials. The teachers encourage travel and occasional trips abroad are sponsored by the school. However, there is no public money provided for such trips and as available personal funds shrink, so does the frequency of such trips. The coordinator of the IB Program is generally responsible for seeking out community resources when such assistance is requested by the teachers.

E) STAFF

Hamden's teachers are certified by the State of Connecticut as secondary school teachers. Two of the teachers have PhDs in their field and the others have Masters' degrees.

The IB Program provides the teachers with regular workshops. The program also organizes in-service training in the school. Visits by teachers to other schools participating in the IB Program are also arranged through the Program.

F) COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G) STUDENTS

Students who elect to participate in the IB Program generally reflect the upper range of Hamden High School's student body. The course offerings of the Program are generally at a level too high to interest students at the lower level.

H) ADMINISTRATORS

The school's administrators do provide support for the IB Program.

I) COMMUNITY

J) FACILITIES

The school's administrators do provide special facilities to facilitate implementation of the Program.

K) EXTERNAL RELATIONS

The IB Program at Hamden receives no outside financial support.

L) EVALUATION

The students participating in the Program take three examinations at a subsidiary level and three at a higher level in the six areas of study. Hamden students are also tested using California Achievement Tests, Differential Ability Tests, 9th Grade Proficiency Tests, Scholastic Aptitude Tests, College Board Achievement Tests and occasional Advanced Placement tests from the College Board.

Hamden High School
2040 Dixwell Avenue
Hamden, Connecticut 06514

(203) 248-9311

Program: International Baccalaureate Program

Grade Level(s): 11 - 12

Name of Program Director
or Contact Person: Frances Bennet

A) INITIATIVE FOR THE PROGRAM

The international Baccalaureate Program has been in existence for several years. Hamden High School was first made aware of the program in 1975.

B) PROGRAM FOCUS

The International Baccalaureate Program attempts to educate students with a global perspective, while providing them with a solid education in other subject areas. The program thus provides an umbrella structure under which a broad education is provided with a global perspective.

C) CURRICULUM

The goals of the IB Program coincide with the educational principals of the school. They are considered good educational principals in that they provide the student with exposure to a broad range of subjects.

Students participating in the IB Program must take three subsidiary examinations and three higher level examinations. The examinations are in six areas; science, mathematics, English, a second language, a Study of Man, with another subject chosen from language, science, music theory, art, art history, drama, etc.

D) INSTRUCTION

Student participation in the IB Program is elective. The

High School for International Affairs
4th and George Streets
Philadelphia, PA 19123
(215) 351-7332

Title of Program: HSIA

Name of Program Director or Contact Person: Ann G. Waitiers, Principal

A) Initiative for the Program

The High School for International Affairs in Philadelphia is a Magnet school initiated with funding from the Department of Health, Education and Welfare through the Emergency School Aid Act and from the School District of Philadelphia, and is supported in various ways by the World Affairs Council. The School was established in 1979, and will graduate its first class of seniors in 1985.

B) Program Focus

The school offers an academic program for students interested in pursuing an international career through a program which emphasizes global studies and foreign languages.

The program offers various opportunities for education outside the school, including field trips and internships.

C) Curriculum

The goal of the High School is to promote global awareness and international literacy in its students. The school offers students a program emphasizing global studies, foreign language learning and international commerce.

The goals of the program are met in two ways. Through the curricular requirements of basic and elective magnet courses students are provided with a vision of problems and solutions from a universal

perspective. The basic courses such as music, art, science, mathematics, English and physical education are taught from an international perspective.

The school's special curriculum includes courses in: contemporary and global issues; international business and law; world resources and geography; foreign policy; world cultures; foreign languages; as well as the basic academic courses normally required for a high school diploma.

D) Instruction

The students choose at the begining of the year, to enter a specific program called a cone. The divisions are between political, cultural, and economic. Each cone has its own special sessions, including introduction and orientation, small group discussions, assembly programs, and field trips. Each year the students decide whether to continue to the second level of the cone, or to choose a different cone.

Various activities unique to this type of program are arranged, including the use of persons from various agencies and organizations, guest lecturers, computer studies, intensive foreign language components, internships and some opportunities for study and travel abroad.

Special materials and services for the school are provided by the World Affairs Council of Philadelphia. The Council provides materials, mini courses, field trips, and guest lecturers for the school.

E) Staff

F) Course Scheduling and Teaching Assignments

G) Students

H) Administration

I) Community

The High School of International Affairs makes extensive use of the surrounding community in both planning and carrying out its program.

Guest lecturers are arranged for by the World Affairs Council, and include corporate experts, diplomats, political leaders, and university scholars. Field trips have been arranged to Washington, D.C. and to New York to visit the U.N.

Persons in the community are also interviewed for student projects, including Inside HSIA , the school newspaper.

J) Facilities

The entire school is devoted to international studies. The World Affairs Council supplies additional facilities, and in addition, internship positions are encouraged with organizations in the surrounding community.

K) External Relations

The school is funded through the Emergency School Aid Act of the U.S. Department of Education and by the School District of Philadelphia. The extensive involvement of the World Affairs Council has been described above.

L) Evaluation

First Draft of Program for Possible Inclusion in
IEAP Handbook February 24, 1983

Saddle Brook High School
Mayehill Street
Saddle Brook, New Jersey 07662
(201) 735-5592
Title of Program: Student Exchange Program Grade Level(s): 9 - 12
Name of Program Director or Contact Person: Mr. Val Davitt or Robert N. Bliss

A) INITIATIVE FOR THE PROGRAM

The global education programs of Saddle Brook High School began with an interest in the Open Door Student Exchange Program. In 1967 the principal of the school, Lee Hurley, initiated the program.

B) PROGRAM FOCUS

The student exchange programs with which Saddle Brook is involved aim at providing families in the community with exposure to the international community both through travel to other countries and the hosting of foreign students. The committee also arranges for individuals involved in international affairs to visit the school.

C) CURRICULUM

The goals of the program are to build bridges between the families of the community and the surrounding world. The program is also meant to enrich the school's language and social studies programs.

The student exchanges are meant to enhance the school's curriculum offerings. First-hand experience of the world surrounding them is intended to supplement texts and teacher's expertise. Early on in the exchange program students were asked to take $25 of Committee money with them for the purchase of a characteristic item from their host country. Several hundred arts and crafts items were also obtained through a permanent loan from an individual. These items are used in

the school's social studies and language programs.

D) INSTRUCTION

The programs at Saddle Brook encompase a wide range of exchanges. Students from the school may go abroad for the summer--12 Saddle Brook students have spent the summer in Latin America and attended school there in the past 15 pears--but more important for the school body as a whole are visits by students from abroad, as well as input from persons from the community knowledgeable about global/international issues. In 1970 the school began a Latin American Workshop. This workshop, which began as a half-day program, has developed into a weekend-long affair, mixing academics and sociability. The Committee has also made available to other disciplines within the school the materials and experience from the program. Thus, key figures in international finance, multinational corporations, the Mary Knoll Missioners and the U.S. Department of State participate in activities throughout the school year. Films which are not usually part of the curriculum are also provided by the Committee for other teachers to use.

The Student Exchange Committee therefore provides a program which, more than any other school activity, crosses academic discipline lines and helps to integrate the school into the surrounding community.

The major sources of help in establishing the programs have been the Open Door Student Exchange, Valley Stream, New York, and Youth for Understanding, Spring House, Pennsylvania. Other groups which have provided help are the Maryknoll Missioners, West Orange, New Jersey, and the U.S. Department of State, Washington, D.C.

E) STAFF

The Student Exchange Committee is primarily responsible for setting up and coordinating the student exchange programs at Saddle Brook. The program director, formerly a teacher at the school, now serves as a consultant to the school on these programs and others. An attempt is being made to broaden the scope of the program from a school-based one to a community-based program. The Committee includes former students of the school as well as colleagues of the former program director.

F) COURSE SCHEDULING AND TEACHING ASSIGNMENTS

The programs generally involve a variety of persons both within the school and from surrounding areas and interested institutions. Except for the special events, such as the Latin American Workshop, however, the programs do not necessitate an additional workload for the schools regular staff members.

G) STUDENTS

H) ADMINISTRATION

The original idea for the student exchange programs of the school came from a former principal of the school. The director of the program claims that administrative support for the program continues to be above average. Facilities of the school are made available to the Committee. For several years the Board of Education made $400 available for the Latin American Workshop to cover costs of custodial protection and police supervision.

I) COMMUNITY

One of the goals of the Committee is to further integrate the school into the surrounding community through the exchange programs.

Trips are made by students into surrounding ethnic neighborhoods. The program has also been able to arrange for use of school facilities for community-wide participation for such programs as Up With People.*

J) FACILITIES

K) EXTERNAL RELATIONS

The programs of the Exchange Committee have been developed with help from various organizations including Open Door Student Exchange, Youth for Understanding, and ICYE. Outside funding has been provided by the Board of Education. Additional funding comes from club fund-raising activities. In 1981 an International Buffet Dinner was organized by the group and the profits from a Saddle Brook community cookbook resulting from the affair were turned over to the Committee.

L) EVALUATION

The student exchange program at Saddle Brook High School has been in existence for 15 years. Aside from this measure of success, there is no special evaluation data available on the program.

* (Add to Community) One of the projects which the Committee sponsored was an International Buffet Dinner, for which members of the community prepared dishes from approximately 15 different ethnic areas, reflecting the ethnic composition of the community.

Curtis High School
105 Hamilton Avenue
Staten Island, NY 10301
(212) 273 - 3210

Title of Program: School for International Service

Grade Level(s): 9 - 12

Name of Program Director or Contact Person: Lester Goldon

A) Initiative for the Program

The School for International Service of Curtis High School was established in 1980. The program was designed by a group of teachers from the English and History Departments as well as a professor from the College of Staten Island and former President of Sarah Lawrence College.

B) Program Focus

The program at Curtis aims at providing high school students with skills needed to enter either the international business community directly, or to go on to college with a firm foundation in the humanities with a global emphasis. The program is a four year one and is divided roughly into two parts. During the first two years students go through the preliminary courses required for high school graduation, although the courses are integrated and embued with a global perspective. During the second two years the students 'major' in an area related to international business and take courses at the school, at nearby colleges, or intern at organizations in the surrounding international business community.

C) Curriculum

The goals of the program are to educate the students in other cultures, languages and peoples; to make full use of the cultural and international resources available in New York City, and to create awareness in students of possible careers and possibilities for international service available to them. The overall philosophy is to work

towards the satisfaction of the needs of the nation and the business community to have a population that is knowledgeable of the world and which has a global perspective.

The program has been developed with individuals from the College of Staten Island and Curtis High School to offer interested students an alternative to the usual courses offered at the High School.

The curriculum guide for the program was developed by Ms. Rosemarie Fava and Mr. Lester Golden of the English and History Departments of Curtis High School and Dr. Harold Taylor of the College of Staten Island.

Money has been alloted for preparation of the curriculum, and the Director and teacher coordinator were provided with lesser teaching assignments for preparation of the curriculum.

D) Instruction

The School for International SErvice uses a variety of methods to motivate its students. Applicants for the program are screened for their interest in the program, and the goals of the program itself--to prepare students for careers in international--are motivational in themselves. In addition, the interrelations of the various courses, even during the first two years, are expected to result in greater interest. Other special aspects of the program, including study at nearby colleges, field trips, and work with business and international organizations provide additional motivation.

Individual instruction is provided for students having difficulty in required courses who otherwise demonstrate a special interest in the program. Internships at various organizations provide an additional means of individual training.

The instruction within the program emphasizes interdisciplinary effort. During the first two years especially, courses which are normally taught

as separate disciplines are coordinated to treat certain similar aspects concurrently. Thus, while students are learning about ancient history and the evolution of society in Global History I, they read Homer's Illiad in Global Literature I and study the art of the period in Global Art. Science classes as well attempt to work in a humanist perspective, in discussing the effects on societies of natural occurances.

Foreign language study is an integral part of the program. Three years of a language are required, and students are encouraged to continue in that language for a fourth year or to take two years of an additional language.

The program utilizes many resources both in the school and the surrounding community. Courses may be taken at the College of Staten Island, internships are arranged and field trips to various locations in New York City are provided for in the scheduling of classes. Lectures and films have been arragged at a nearby college.

E) Staff

The program has a director and a teacher-coordinator whose teaching loads have been reduced to allow for administrative and other duties. Other staffing for the program has come out of the regular teacher allotment for the school.

F) Course Scheduling and Teaching Assignments

The first class entering the School for International Service was composed of approximately seventy students, divided, for most of their classes, into two sections. The second class, entering in 1981, was also approximately seventy students. The enrollment of the school is expected to reach about 250 students after the first four years of operation.

The School operates on a full day schedule, with the last session available for field trips, electives, and special projects.

G) Students

Students enrolling in the School for International Service may come from the immediate community or outside of the Curtis zone. Freshmen entering the school include both those intending to go on to college and those intending to take jobs after graduation from the school.

H) Administration

I) Community

The program was established specifically to help students take advantage of the opportunities available to them in New York City for careers in international service. Students are encouraged to undertake internships with businesses involved in international affairs. In addition, students are encouraged to utilize nearby colleges, especially the College of Staten Island, to the fullest extent possible, including taking courses there for college credit.

The school invites representatives of foreign countries to speak to classes, trips are arranged to the U.N., to see foreign films and taste foreign foods.

J) Facilities

In addition to the facilities of the Curtis High School, the program utilizes facilities in the community, including classes and lectures at colleges.

K) External Relations

The school has appleed for city and federal funding, as well as financial aid from the internaitonal business community--so far without success.

L) Evaluation

The program was begun in 1980, and there is no outside evaluation material available yet.

Glenfield Middle School
of
Montclair Public School System
25 Maple Avenue
Montclair, New Jersey 07042
(201) 744-1822

Tittle of Programs: Parents Outreach
Sharing Cultures
Mini Cultural Museum

Name of Program Director of Contact Person: Ms. Marty Miller
c/o Glenfield School
25 Maple School
Montclair, New Jersey 07042

A)INITIATIVE FOR THE PROGRAMS

The Montclair schools have a 45% minority population that have a sizable portion with English-as-a-Second Language. Although the E.S.L. population flutuates, the diversity of cultural backgrounds and educational needs remain a constant. While the students tend to become integrated into the school system in a relatively short time, the parents do not. Recognizing this, Montclair Schools became aware of the contributions that these cultures could make to and the importance of integrating the families into the community. These cultures included: Guyana, Japan, Egypt, Puerto Rico, Argentina, Peru, Guatemala, Jamaica, Holland, Curacao, Hati, Columbia, Nicaraqua, Panama, Uganda, Iran, Vietman, France, and the Dominican Republic.

In recognition that this truly global representation of cultures needed assistance to be integrated into the U.S. culture, and that each of these cultures could make a significant contribution to the U.S.'s global perspective the school system seeeked means of accomplishing both.

In June 1977, a Bilingual Mini-Grant for a Parent Outreach program was applied for and granted. In September 1978, the Montclair Public School received a second mini-grant frome the New Jersey Bureau of Bilingual Education for a program that would promote the sharing of cultures.

B)CURRICULUM

As can be ascertained from the above, the primary orientation of the programs was not the curriculum per se. Emphasis was on the broader idea of integrating peoples of other cultures into the mainstream of American culture, while benefiting from their cultures to have a better appreciation and understanding of peoples. This natural resource in the community contributed to a global perspective through personal involvement that benefited all participants. Each new E.S.L. student was assigned a "buddy" to ease integration into the school; members of the P.T.A. and school volunteers served in the capacity of easing the integration of E.S.L. parents into the school and community at large.

For example the children were encouraged to assemble a photo album about school activities with explanations written in English and the child's native language. Parents were assisted in establishing personal contacts with the school, PTA, and community organizations (e.g., post office, motor vehicle station, parent-teacher meetings, and locating babysitters.)

D)INSTRUCTION

The Sharing Cultures Program, from the September 1978 grant by the New Jersey Bureau of Bilingual Education, centered around an inquiry process that fostered better self-understanding to better enable all to reach out and understand others.

Some highlights of this were:

"CHILDREN UNDERSTANDING CHILDREN" a four day program at Glenfield Middle School held im observance of United Nations Day.

"SHARING CULTURE PROGRAMS" that marked the start of the Mini Cultural Museum.

The Mini Cultural Museum was designed and developed by E.S.L. students for the Montclair community and others. The official opening in November involved a ribbom cutting cermony that set off a commenoration of the International Year of the Child '79. Originally housed at the Glenfield Middle, the museum was moved to

to the Grove Street School because of the larger facilities and more central location.The Mini Cultural Museum offers artifacts, (e.g., money, toys, clothing, stamps,etc.) a resource library, and Cultures in a Box. The latter is a form of a traveling museum that contains materials selected and assembled by the students to share their cultures. The Mini Cultural Museum also sponsers special events, lectures, trips, programs, and tries to involve senior citizens as a resource.

E)STAFF

The staff members and amount of involvement varries and it would not be possible to ennumerate all contributions. However, it is clear that the Glenfield Middle School's staff, parents, and children with the leadership of Ms. Marty Miller deserve credit as the initiators of this project.

F)COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G)STUDENTS

Montclair students participate enthusiastically in the many and varried aspects of the program such as:

(1) contributions to the Mini Cultural Museum.

(2) participation in a town-wide International Year of the Child essay and poster contest by over 200 children.

(3) the many contributions of Cultures in a Box that has become an exciting component of an international exchange program (now known an Shoebox to Cultures).

(4) collaborative efforts with the United Nations International School such as participation in a student participation in an energy conference.

(5) development of curricular materials with multi-cultural perspective(e.g., Cookbook to Culture, Windows to the World, ME-US-eum and Celebrations, etc.)

H)ADMINISTRATORS

School administrators' support for the program is seen the the multiple and varried contributions from the Montclair Schools. The June visit of Dr. Fred Burke, New Jersey Commissioner of Education, and three of his staff to the Mini Cultural Museum and a reception indicate interest in the program at the state level.

I)COMMUNITY

The theme of the program is the involvement of the schools and the community in a common effort to develop better understanding and appreciation across cultures and generations.

J) FACILITIES

School administrators do provide facilities to facilitate the program's activities in their schools.

K)EXTERNAL RELATIONS

As noted earlier grants were received in 1977 and 1978; however, no funds in the form of mini-grants were obtained in the school year of 1981-1982.

However, over the years the schools has hosted many famous visitors and resource persons. The following is a sampling:

Dr. A. Lenora Taitt (Program Coordinator for International Year of the Young Child...1979) for the inaugural of MiniCultural Museum.

More than fifty wives of United Nations ambassadors and other members of the international diplomatic corps for an extended Sharing Cultures Program.

Dr. Elizabeth Bullard, Director of Asia Society, and her assistant Mr. Plummer accompanied Mr. Sergo from the Japanese Consulate in the Spring of 1982.

Other foreign guests have visited Montclair under the auspices of the International Visitors Section, International Exchange Bureau, the Division of International Education, Washington, D.C. and the International Center in New York.

K)EVALUATION

Acalanes Union High School District
Diablo International Resource Center
1212 Pleasant Hill Road
Layfayette, California 94549
(415)935-2800

Tittle of Program: Diablo International Resource Center (DIRC)

Grade Level(s): 9-12

Director of Program and Contacts: Ms. Carol Jensen
Mrs. Carol Wedl
Mr. John Sanford
Mrs. Brenda Helper

A)INITIATIVE FOR THE PROGRAM

The aspirations of a grass roots local group and the inspirations of a few teachers, who attended the Bay Area Global Conference, combined to make DIRC a unique organization that was able to attract seed money from the Bank of America Foundation. DIRC is unique because it is a community-based program that represents the Acalanes Union High School District in the Bay Area Global Education Program.

B)PROGRAM FOCUS

The overall goal is to broaden student and community awareness of international ties; a need to understand that our daily lives are affected by other peoples throughout the world. DIRC will try to provide the necessary international education through its resources, and to reach the person by matching his/her interest (e.g., art, science, social stidies, etc.) with a speaker with international expertise in that area.

The long range goal is to make the program available to all county schools and voluntary community service organizations. Currently the program is for the Acalanes Union High School District and local community organizations.

C)CURRICULUM

This program is purposely community=based, rather than solely school-based, because fewer than 27% of the population currently has school-aged children enrolled. Thus, DIRC felt is esential that schools cooperate with the community in developing programs such as DIRC which delivers vital resources from the community to the school.

DIRC is actively seeking community members from universities, businesses, the arts, and professions with international knowledge and expertise to volunteer as resources for the International Speakers Bureau. that will coordinate all arrangements between the person and the school and/or community group to ensure the experience is mutually positive and rewarding.

D) INSTRUCTION

As its name indicates the Diablo International Resource Center is a resource center and not a teaching institution per se. Although interdependence is the core, volunteers do deal with a wide variety of subjects. The following is only a sampling of major themes with some of the "subtopics" :

TOPICS:
- Business Practices
- Culture and Family Life
- Social & Economic Problems
- Arts & Literature

ISSUES:
- Environment/Ecology
- Human Rights
- Population
- Arms Control & Disarament

AREAS OF THE WORLD
- Canada
- Soviet Union
- Middle East
- Western Europe

ORGANIZATIONS
- U.N. & UNESCO & UNCIEF
- Multinational Corporations
- Non-govermental International Organizations
- International Aid Programs

LOCAL TIES TO THE WORLD
- Exchange Students and Activities
- Local Centers of Research Serving World Clients
- Dependence on Resources from Abroad
- World Trade & Investments in California

E)STAFF

Staff affiliations range from those with DIRC, itself to other organizations with similar interests. Others are members from A.A.U.W., League of Women Voters, Junior League, high school parents league, Lafayette Council for Civic Unity, to name a few. Obvious teachers in participating are involved to some degree.

F)COURSE SCHEDULING AND TEACHING ASSIGNMENTS

DIRC does not schedule courses as a school would; however, the Speakers Bureau does schedule a lecture series * and does hold an "INTERNATIONAL FAIRE AND COMPETION" that encompasses workshops, displays, foodboths, Parade of National Dress, and outreach and envolment groups ...to name a few.

G)STUDENTS

Students enrolled in Acalanes Union High School District participate in the program.

H)ADMINISTRATION

I)COMMUNITY

This program is specifically designed to be community-based, encourages participation of residents as resources, and learners, and whose members are also affiliated with other community organizations.

J)FACILITIES

The program seems to make use of school and facilities.

K)EXTERNAL RELATIONS

Bank of America Foundation supplied "seed" money , "in-kind contributions" come from the Acalanes Union High School District. Other sources of funds have been Service Clubs, BAGEP, and donnation from Lafayette Council for Civic Unity. Raising money is a high priority.

* See last page for sample of lectures.

Outside organizations that have helped develop-and maintain the program are:

Bay Area Global Education Project
Center for Global Perspectives in Education Inc.
Stanford University: SPICE
UNESCO

Interculture

L)EVALUATION

On going monitoring is carried out by a BAGEP representa-tine. Impact on students learning and attitudes will be assessed in the 1982-1983 tear.

EXAMPLES of Topics and Speakers available through the DIRC Speakers Bureau.

1. "Culture Shock: The Experience of an Afghani Refugee"; "The Soviet Invasion of Afghanistan"; "Women's Role in Resisting the Soviets" -- Speaker: a recent immigrant from Afghanistan describes cultural differences between the U. S. and Afghanistan plus the traditions of his country. He was a teacher at the University of Kabul and at the American Embassy in Kabul.

2. "Money and Finance Around the World"; "What Can a Small Investor Do To Capitalize on his Money?" -- Speaker: a local civic leader and lecturer at JFK University and St. Mary's College.

3. "Foreign Trade - Why is this important to U. S. economy and How does it work?" Speaker: International Trade Specialist with U. S. Small Business Administration.

4. "Pakistan and India - Background Study of the Hostilities There" -- Speaker: Doctoral candidate at the University of California, Berkeley, in Asian Studies; he has traveled and lived extensively throughout South Asia.

5. "Art and History of the Incas," focusing on Inca folklore with its music, costumes, and dances. Speaker: Wife of Peruvian Consul General.

Morgan Park Academy
2153 West 111 Street
Chicago, Illinois 60643
(312)881-6700
Tittle of Program: World History, Workd Cultures, World Geography
Grade Level(s): K-12
Director or Contact Person: Robert Stelton

A)INITIATIVE FOR THE PROGRAM

The development of the six modules on Japan was a result of the participation of Chairman of Social Studies and History in a JISEA fellowship in 1981.

B)PROGRAM FOCUS

This program focuses specifically on Japan; however, the underlying idea is an enhanced cultural understanding and the use of modules to provide opportunity for practice in developing a number of social studies skills.

C)CURRICULUM

This curriculum focuses specifically on Japan with six specific modules that are represented by enclosed modules/ guides."Learning About Japan: An Introduction", "Learning About Japan: Agriculture","Learning About Japan: Productivity U.S.-Japan". Other topics are Transportation, Education, Tokeyo, and Tradition and Religion.

D)INSTRUCTION

This program, in addition to representing an interest in Asian cultures, exemplifies one way of achieving relevance by a beginning with emphasis on on it as an objective and to foster the idea with instructional materials that have currency/ meaning for the students. The modules present a means for the teacher to present materials he/she has collected or developed into learning mediums. Although the program, in the long run, is intended for Kindergarden through grade twelve and to cover

multiple cultures/global perspective, this one is concerned with Japan and is probably most easily implemented at the tenth /eleventh grade level.

A distinct characteristic of this program is that it emphasizes the use of teaching/learning modules as a complement to the textbook by enrichment, enlargement of specific topics, and a strategy for dealing with a world that is in a constant state of flux. Thus, the enhanced cultural understanding is developed and emphasized instead of specific cognitive objectives. However, this is not to say that "facts" are ignored. Rather the learning is a discovery process by the student with hopes that the skills will remain an important and continuing "staple". (See Students for additional information).

E)STAFF

This particular school is a small independent school with limited opportunities for the development of any in-service training programs.

F)COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G)STUDENTS

The students at MPA, a small independent school, are from a diverse racial and ethnic composition with abilities that are well above the national average and well within in the mean for independent schools.

This population provides for the kind of resources of persons from , but not limited to, Koreans, Chinese, Thais, Thias, Inidians, Pakistinis, and Japanese.

Thus, introducing students to global awareness was not limited to the classroom. Each spring recess, since 1972, it has been possible to take, plan, and personally direct

more than a dozen overseas of foreign tours for students and adults. These tours/activities have included archaeological digs in England, and tours of France, England. Mexico, and Central America.

H)ADMINISTRATION

Although the support is nor direct, obviously the spring recess trips indicate some (if not direct) support.

I)COMMUNITY

The heterogenous student population is an obvious resource.

J)FACILITIES

Although there is no indication that the school has provided special facilities per se,there is evidently availability audio-visual equipment available, as well as some channels for resources through the unusal composition of students and allowance for purchase of some materials.

K)EXTERNAL RELATIONS

Although the program itself does not appear to have outside funding, the chairman's own fellowships (e.g., Fulbright, etc.), have contributed significantly. Organizations responsible for providing support are:

The National Council for the Institute of Social Studie
University of Washington
Charles von Loewenfeldt, Inc.

L)EVALUATION

Since the modules are expected to be incorporated into existing curriculum, comparative testing will probably not lend itself to stndardized testing.

Sun Valley High School
Penn-Delco School District
Aston, Pennsylvania 19014
(215) 494-1100

Tittle of Program: A Global Approach to World Culture

Grade Level(s): 10

Name of Program Director or Contact Person: Andrea Erickson
(District Coordinator of
Social Studies)

A)INITIATIVE

The idea originated with the district coordinator of sccial studies and two consultants with experience in teaching world cultures from a global perspective.

B)PROGRAM FOCUS

The program is intended to provide students with the knowledge, skills, attitudes and willingness to accept a share of responsibility for both the existence of and an integrated solution to world problems.

C)CURRICULUM

The program focuses on six of the twelve Goals of Quality Education established by the State Board of Education. These six goals are:

COMMUNICATION SKILLS
skills of understanding, speaking, reading and writing.

SELF-ESTEEM
development of self understanding and a fe feeling of self worth.

UNDERSTANDING OTHERS
acquisition of knowledge of different cultures and appreciation of the value of all people.

CITIZENSHIP
knowledge of the history of the nation, understanding of its system of government and economics and development of values of attitudes for responsible citizenship.

ENVIRONMENT
assist every student in acquiring the knowledge and attitudes necessary to maintain the quality of life in a balanced evvironment.

The Global Approach to World Cultures provides both a guide to a standard model and an enriched one. In the standard model all students will analyze a specific global problem for nine weeks. During the subsequent weeks, teachers may offer options for independent study such:

(1) Develop. implement, and evaluate a personal plan of action for helping to solve the global problem analyzed during the first nine weeks.
(2) Analyze global problems of their choice.
(3) Analyze global problems as they apply to regions of their choice.

Stepts in the nine week standard model are:

1. Identify those characteristics that make a problem a world problem.
2. Identify the known and anticipated effects of a specific world problem.
3. Identify the causes of the world problem.
4. Identify the effects and causes of the world problem as it relates to a selected cultural region(s), economic area(s), or country, e.g., South America, Asia, Africa (cultural regions) first, second, third world (economic areas) Japan, Pakistan, Lebanon (countries)
5. Identify the standards that must be met to achieve a good solution i.e., positive (preferred state), ethical (sensitivity to cultures and human rights), integrated (attacks causes of problem without worsening other world problems).
6. Review tried solutions in selected region(s).
7. Determine the effectiveness of tried solutions in the region (#4) by comparing the solutions with the standards (see #5).
8. Identify current global solutions proposed by recognized groups or individuals.
9. Anticipate the effects of each proposed global solution on the selected region(s).

10. Anticipate the effects of current global solutions proposed by recognized groups or individuals on a global scale.
11. Determine the effectiveness of each proposed solution by comparing the solutions with the standards (see #5).
12. Compare the total effectiveness of evaluated global solutions based on standards (see #5).
13. Select and defend proposed solution that best meets standards.

The first nine weeks are primarily teacher directed in the enriched model. . Subsequent modules may varry to provide students with more independent study. At the beginning of the second quarter, possible options for independent study would be:

(1) Application of global problem(s) analyzed during previous quarters to a specific region such as the Middle East.

(2) Processing a "new" global problem, following the same procedure used during the first quarter.

Steps in the enriched model are analygous to those int the standard model with a suggested time of five weeks.

D)INSTRUCTION

Instruction involves process, affective, and cognitive objectives. Process objectives focus on the development of competencies to acquire, organize, evaluate and report information in order to solve problems and clarify issues. Affective objectives involve examination of personal beliefs amd values, recognition of the relationship between personal value structure and behavior, and the development of human relation skills and attitudes that enable one to act in the interest of self and others, and develop a positive self-concept. The guide provides specific and observable behaviors for each of the three objectives.

The program was supplemented by visits from resource people, field trips, attendance at conferences by the coordinator and purchase of materials. (See external relations for details)

E)STAFF

In the Fall of 1982 the teaching staff was consisted of seven teachers and the coordinator . Three had bachelor's degrees, one had a master's equivalency, and three had masters degrees plus 15-30 additional graduate credits. All had tayght social studies from 18-22 years.

The teachers received intensive in-service training at weekly of bimonthly meetings conducted by the coordinator during the first year. During each successive year in-service had continued to be provided, but less intensively with bimonthly meetings.

F)COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G)STUDENTS

During the 1982-83 school year all tenth grade students were required to take the year long course. There was a total of 360 students that were divided among 16 sections: 27 students in a honors class; 92 students in four above average classes; 180 students in eight average classes; and 61 students in three below average classes. Four different texts were used to adjust to the students' abilities. (See list of texts and supplementary materials under comments)

H)ADMINISTRATION

Administrators enthusiastically supported the program and have facilitated special activities such as approving field trips and scheduling assemblies.

I)COMMUNITY

External assistance and support was usually verbal rather than substantive..The coordinator had to actively seek community resources; however, there were plans for teachers to also participate in the future. Resource people did visit the school and students went on field trips.

J)FACILITIES

K)EXTERNAL RELATIONS

External relations were usually in the form of "indirect" support; they were through the coordinators attendance at conferences and/or purchase of materials. Sources were:

Area Council for Economic Education
Global Perspective in Education
Social Studies Education Consortium
National Council for the Social Studies
Pennsylvania Council for the Social Studies
Pennsylvania Department of Education
World Affairs Council of Philadelphia
University of Pennsylvania Museum Program
Foreign Student Program from West Chester College
Association for Asian Studies
Social Studies School Services

K)EVALUATION

Standardized tests were used to assess students' performance:
At the beginning of 10th grade- Comprehensive Test of Basic Skills
At the beginning of 11th grade-Pennsylvania Education Quality Assessment

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COMMENTS: TEXTS AND SUPPLEMENTARY MATERIALS

The first four books listed are the basic program textbooks. Since we homogenously group students, texts are chosen for their suitability for phase grouping. In addition some materials are used from SANE and the Environmental Fund for the purpose of examining alternatives and detecting bias.

TEXTBOOKS

Global Insights, Merrill (for above average students)
Our World and it's Peoples, Allyn & Bacon (for average students)
Geography, Houghton Mifflin (for below average students)
World Geography, SRA, (for honor students)

SUPPLEMENTAL

American Government: Comparing Political Experiences, Prentice-Hall
Unit 4 Global Political Systems (honors)
Future Shock, Alvin Toffler (honors)
In the Human Interest, Lester Brown (honors)
What Citizens Need to Know about World Affairs, SIRS (average and above)
Environmental Concerns: The World, Harcourt Brace (All groups)
World Atlas, Scott Foresman
Ho-Ping: Food for Everyone
Earth, Energy and Everyone — Medard Gabel, World Game Workshop (above average)
Toward a Better World, International Learning Systems (World Bank materials) (all groups)
Population Handbook, Population Reference Bureau, Washington, D.C. (all groups)
Earth: Our Crowded Spaceship, Isaac Asimov (below average)
Global Issues: Activities and Resources for the High School Teacher, Social Studies Education Consortium, 1979 (for all)
Headline Series, Foreign Policy Association (periodical)
World Eagle (periodical)
Intercom, Global Perspectives on Education

Benjamin N. Cardozo High School
57-00 23rd Street
Bayside, New York 11356
(212)631-4880
Tittle of Program: Global History Program
Grade Level(s): 9-12
Name of Program Director or Contact Person: Betram L. Linder

A)INITIATIVE FOR THE PROGRAM

This program was initiated to comply with a city mandate.

B)PROGRAM FOCUS

The Global History Program is intended to provide students with knowledge about cultures and languages of other countries, to promote awareness of the interdependence of nations and to foster a sense of global responsibility .

C)CURRICULUM

"Students of foreign languages" participate in international studies that exposes them to other cultures. Simulated trips are experienced through readings, audio visual aids, and visits from professionals/experts and natives of other countries. Typical topics are popular sites (e.g., historical monuments, museums, etc.) life styles, historical origins and factors of socio-economic structures of the country.

Enrichment activities such as field trips

D)INSTRUCTION

Students are encouraged to explore contributions of the ancient cultures and the effect of their interactions through individual reports and projects.The underlying theme of cultural diffusion is developed throughout the curriculum (e.g., influence of Middle East languages on Western languages).

There are supplementary/enrichment activities such as trips to museums, special exhibits, embassies, ethnic restaurants

Another component of the program is to develop awareness of cultural, social, political, and economic interdependence nations can have on each other because of technological advances in communications and transportation.

E)STAFF

F)COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G)STUDENTS

H)

Administrative support of the program was rated above average.

I)COMMUNITY

Resources brought into the school were local community people non-student foreign visitors and use of media such as educational programming and print media.

J)FACILITIES

K)EXTERNAL RELATIONS

In addition to the field trips, the program was assisted through NCSS, Asia Society, and the African-American Institute .

L)EVALUATION

Evaluation information is available through in-school tests and standardized state-wide tests. Positive feedback has been received with respect to the multidisciplinary approach with its broad-based appreciation of cultures, philosophical achievements and goverment institutions of other peoples; however, indications are that this is qualtative assessment.

BEST COPY AVAILABLE

Francis Lewis High School
58-20 Utopia Parkway
Fresh Meadows, New York 11365
(212)357-7740

Tittle of Program: International Baccalaureate Program (IB Program)

Grade Level(s): 11-12

Name of Program Director or Contact Person: Nivea Roman

A)INITIATIVE FOR THE PROGRAM

Mr. Melvin Serisky, the Principal, initiated the IB Program for a variety of reasons: to lower the attrition rate before and during the Senior year, to offer a program to gifted and international students, and to offer students an alternative/ addition to the Advanced Placement Program (AP Program). The IB Program was initiated in 1975; the first graduates of that program received their IB summer of 1978.

B)PROGRAM FOCUS

The IB Program's primary goal is to enable students, who take all prescribed courses and meet the examination requirements from Geneva-Switzerland, to enter universities/colleges in the U.S. or outside of the country as sophmores.

However, qualifying students may enroll in any one of the IB courses,and upon fulfilling the requirements, receive IB accreditation for that course.

C)CURRICULUM

The curriculum is composed of a clearly defined course of study in English, mathematics, science, social studies, a foreign language (e.g.,Spanish, French, Italian, Chinese, Japanese, Hindu, Hebrew, Urdic), and another subject chosen from one of the above areas. Three subjects are studied for

for two years and three for one year. Subjects terminate in an examination prepared and scored in Geneva, Switzerland. These examinations include oral responses recordered on cassettes, in-depth essays, and research papers. Students are also required to write a 5,000 word research paper on a subject of their choice. Furthermore, they are expected to participate in aesthetic and social service activities.

D)INSTRUCTION

Subjects studied for two years must meet the"High"Level requirements; those studied for one year meet the"Subsidiary " level. A one year seminar course in the Theory of Knowledge * is required. The following exemplify course content:

ENGLISH

11th year: through reading and analysis of writings from world literature with original work continuously in creative writing or literary criticism.

12th year: similar writing component with greater depth and work in literature encompassing a detailed study of Hamlet and authors (e.g., Conrad, Joyce, etc.). "High"level students take the IB and AP examinations.

Each of the subjects have criteria with the same requirements for breadth and depth as appropriate for particular discipline.

E)STAFF

All teachers have New York City licenses with some having Ph. D.s and/or special area studies or expertise. There are informal meetings throughout the year and attendance for training conferences.

* See attached description for over view of course.

F)COURSE SCHEDULING AND TEACHING ASSIGNMENTS

G)STUDENTS

All students have very high academic ability.

H)ADMINISTRATION

Administration provide support for the IB Program.

I)COMMUNITY

Teachers actively seek out resources in the community. Organizations that have helped to develop and maintain the IB Program are:

Rotary Club
Universities such as CUNY
Latin-American Institute
Business Concerns/ Private Companies
Political Offices
State and Federal funds were used (not clear now)

K)EXTERNAL RELATIONS

The School has hosted students from around the world (e.g., London, Paris, Frankfurt, Tokeyo, and Tel Aviv) for visits of a week to a month, approximately. Francis Lewis students have had the opportunity to visit abroad and gain cultural and educational experiences. November 1981 was the initial visit of Francis Lewis exchange visits with schools in the U.S.

L)EVALUATION

Sources for evaluation of the program and students are:

New York State Education Department
District Supervisors
Principals and Assistant Principals
I.B. Tests provided from Geneva, Switzerland
A.P. tests (when students have had to take the Advanced Placement Tests as part of accreditation in "High" subject)

REPORT ON SURVEY
OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS
REGARDING GLOBAL EDUCATION

Conducted with the cooperation of the National Association of Secondary School Principals and the National Association of Elementary School Principals by the International Education Assessment Project

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June 1, 1983

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I Background

In 1982 approximately 40 million students attended American public schools. Regardless of their age, race, sex, attitudes, abilities, handicaps or home backgrounds, the schools were expected to provide for their housing, much of their transportation and feeding, aspects of their health and welfare, and their education. Forty million is a number greater than the total population of all but 22 of the world's 170 nations! Seen in this context, the task faced daily by our schools is awesome. And, adding to the task, are continual demands to revise, update, or in some manner alter or change the present curriculum to make it more accurately 'fit' the needs of today's world. One of the changes being called for in many schools nationwide is the introduction of "global studies" or, more broadly, "global education."

Because it's essential that any educational change begin from a full understanding of what already exists, the International Understanding Assessment Project included among its major activities a survey designed to answer the question: How do elementary and secondary principals perceive "global education"?

This attempt to identify the views and opinions of principals is based upon the premise that in the final analysis how these individuals think and feel about global education will largely determine which recommendations, ideas or materials are likely to be taken seriously. If outsiders wish to influence what happens in schools - whether the outsiders be curriculum developers, textbook publishers, experts in a particular field, or advocates of a new idea - it is well to keep in mind that as long as American schools are organized as they are, local autonomy will remain a reality. And an important part of that local autonomy are the decisions made by those individuals who stand at the school door - the

elementary and secondary principals. Until they are convinced, very little is going to happen in their schools. But, until now, no one has made a systematic effort to determine what effects, if any, recent activities in global/international education have had on building principals nationally, and, more specifically, in a number of selected areas where the greatest amount of activity has supposedly taken place.

II Procedures & Site Selection

In the late fall of 1982 a survey questionnaire was sent to 1,884 members of the National Association of Secondary School Principals (NASSP) and 1,460 members of the National Association of Elementary School Principals (NAESP), selected from 30 locations in the United States. Every fifth name in the national membership lists of the two organizations with zip codes in the selected areas was used to obtain a representative sample of building principals in the 30 locations.

To enhance the chances that the questionnaire would be both taken seriously and returned, a cover letter on either NASSP or NAESP official stationary, signed by the executive directors of both organizations, was included with each questionnaire. (See attached).

The 30 locations to be surveyed were selected as 15 paired sites. One location in each pair was judged to have received extended treatment in global education, the matching site judged not to have received equal treatment. This site selection process deserves comment. In the first place, to our knowledge, this is the first time anyone has attempted to make such a comparison, i.e., between areas known for their interest and activity in global education and other areas - though generally similar in other characteristics - not commonly thought of as centers of activity. Obviously, the danger in any such selection process lies in the numerous subjective factors that enter in. Further, although less active in an organized, formal sense, some of the 15 sites designated as less active actually may be doing a great deal more than is generally known.

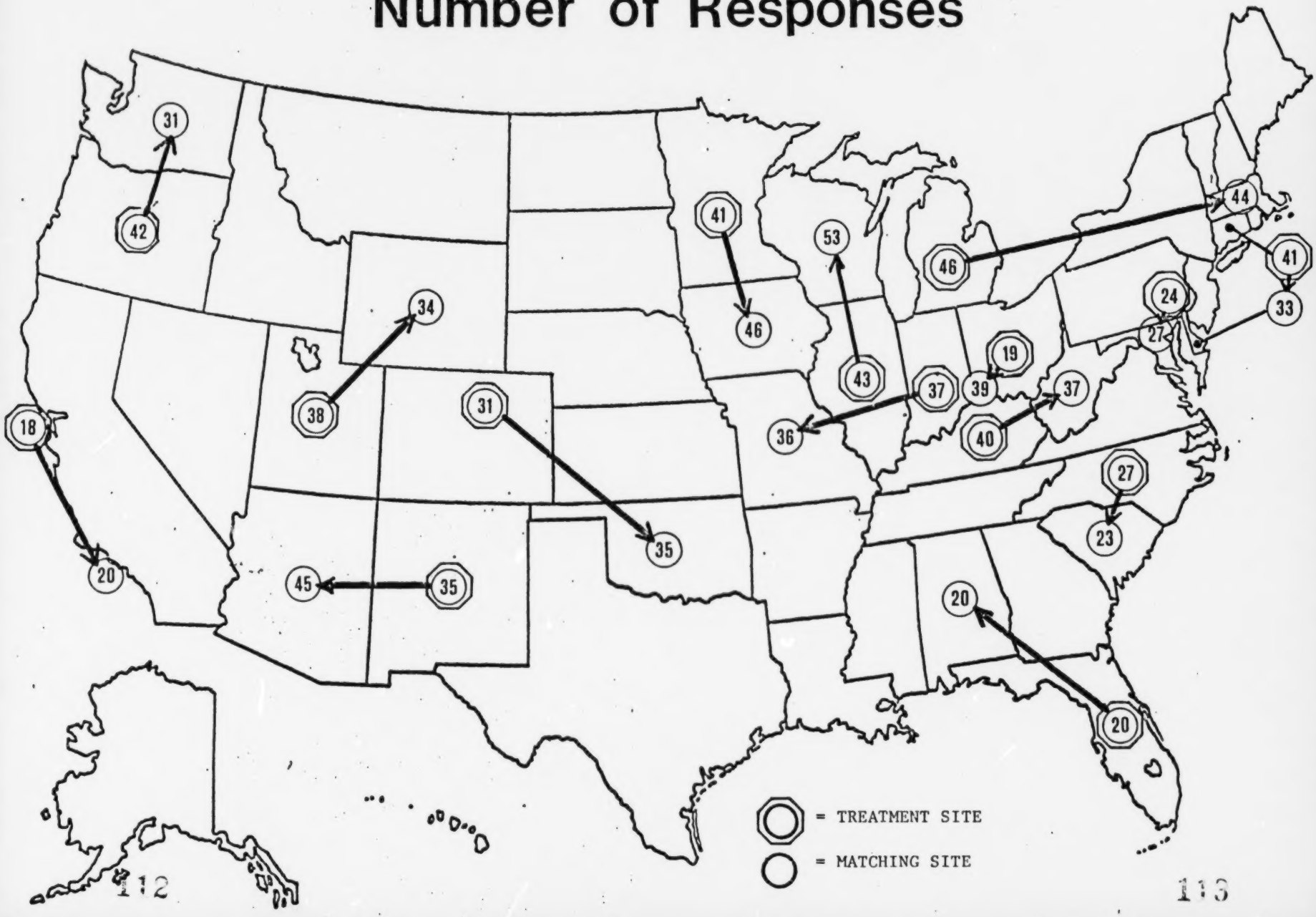
Keeping this in mand, what, then, were the criteria used to select the 15 "treatment sites"? First, and most important, whether major projects funded by the United States government during the past three years under "Title 603" had been in operation in that location; second, whether that location's State Department of Public Instruction had recently undertaken any major global education initiatives; third, whether a Governor's Task Force or other official group had been formed to encourage activity in that location; fourth, whether there had been major non-governmental programs concerned with global education in operation there.

These four questions provide a reasonably accurate method to determine whether or not a particular location has received above average global education treatment. The 15 paired sites (from West to East) with the treatment site listed first were:

1.	Oregon	Washington
2.	San Francisco	Los Angeles
3.	Utah	Wyoming
4.	New Mexico	Arizona
5.	Denver	Oklahoma City
6.	Minnesota	Iowa
7.	Illinois	Wisconsin
8.	Indiana	Mixxouri
9.	Michigan	Massachusetts
10.	Columbus	Cincinnati
11.	Kentucky	West Virginia
12.	Florida	Alabama
13.	North Carolina	South Carolina
14.	Philadelphia	Baltimore
15.	Connecticut	Delaware

The 15 paired sites that were selected using these criteria are indicated on the map following.

Number of Responses



III SURVEY RESULTS

Of the 3,344 questionnaires mailed starting in mid-November, 1982, a total of 1,046 were returned by the January 15, 1983 deadline. Of these 1,025 (31%) were sufficiently completed to be included in the final tally. Considering that time constraints necessitated that the mailing occur when schools were in the midst of their Christmas vacation, coupled with the fact that cost constraints allowed the inclusion of self-addressed stamped reply envelopes with the mailings to only four of the thirty locations, the response rate was gratifying.

Of the total of 1,025 completed questionnaires, 597 (58%) were from members of NASSP while 428 (42%) were from members of NAESP. Given the fact that 1,884 were sent to NASSP members and 1,460 to members of NAESP, the percentage of returns (32% for NASSP and 29% for NAESP) are substantially alike.

Interestingly, it might have been expected that the treatment areas would respond to the survey in greater numbers than their counterparts. This was not the case. The 502 responses from the treatment areas were slightly less than the 523 responses from their paired sites, showing no appreciably significant difference.

A. Demographics

- The demographic characteristics of the respondents showed the group to be fairly typical of principals nationwide, that is, in describing their school community 176 (17%) defined themselves as "rural," 257 (25%) as "small town," 401 (39%) as "suburban," and 191 (19%) as "urban." Any differences between these figures and national figures may result from the fact that four of the pairs of sites

were specifically chosen because they were urban/suburban areas (Cincinnati-Columbus/Los Angeles-San Francisco/Denver-Oklahoma City/Baltimore-Philadelphia), and thus not representative of the remaining eleven pairs of sites that were states.

- Because of some confusion in the responses to the question concerning total school enrollment, no effort is made in this report to tally the sizes of the individual schools represented in the sample. However, the size of the schools in the sample ranged from a small, rural school with an enrollment of only 33 pupils to a large suburban school enrolling over 2,300 pupils.

- The distribution of males and females among respondents, that is 815 (80%) male and 204 (20%) female (with 6 respondents indicating neither), coincides with the 1978 national figures of approximately 83% male and 17% female principals according to statistics of the U.S. Department of Commerce, Bureau of the Census.

- The question dealing with the number of years the respondents have been employed in education indicated that if this sample is representative of schools nation-wide, the majority of those who become principals are well into their mid-careers with 53% having spent 21 or more years in education, 40% between 11 and 20 years, with only 6% having spent 10 or fewer years in education. These figures may also reflect the fact that greater numbers of older principals may join their national organizations, thus being among those sampled.

B. Questions Related Directly to Global Education

- Assuming that principals who have moved away from the area where they grew up might be expected to be more cosmopolitan in their general orientation toward the world, and therefore more supportive of global education, respondents were asked whether or not they were presently employed in the same state from which they had graduated from high school. Of the 1,015 who responded to this question, 67% indicated that they presently worked in the same state where they had graduated from high school. This response reinforces other studies that indicate that school principals do not tend to be a very mobile group. As a result, and in contrast to some other groups holding middle management positions in our society, principals may well tend to hold a local, rather than a global, orientation. While no attempt was made at this time to do a detailed analysis of this question in reference to other items in the survey, the fact that two-thirds of the respondents work in the same state where they grew up, raises an interesting point that deserves further research and analysis by anyone concerned with promoting some form of "global perspective."

- Following the reasoning that principals who speak a foreign language could be expected to be more pro-global as opposed to those who do not have command of a second language, respondents were asked to identify which foreign languages they could speak or read. A rather surprising 40% of the respondents indicated that they do possess knowledge of a foreign language. Of these, however, 64% indicated that their command was "limited" and an additional 13% described their command of a second language as "moderate." Of the 23% who described themselves as "fluent," a number were respondents from parochial or independent schools. The languages spoken were, not surprisingly, Spanish 15%, French 12%, German 8%, and "others" 5%. Among the "others" Italian, Latin, and Greek were

the only ones to have seven or more speakers. Only six indicated a command of any non-European language, and Russian had two respondents. The fact that 60% of the principals who responded do not speak or write any foreign language, coupled with the fact that of the 40% who do, nearly two-thirds claim only "limited" capacity, raises an important question concerning the value second-language instruction may or may not have in the eyes of principals.

- To determine those sources to which principals might be expected to turn for assistance, respondents were asked:

"Assume for the purposes of this survey that your school has decided to move ahead in the area of global/international education. To which of these sources would you be likely to turn to for advice, guidance or publications? (Please check all that apply.)"

Twelve specific choices were provided plus an open-ended "other(s)."

The rank order and percentages of their choices:

1. 65% National Office of NASSP or NAESP
2. 60% State Education Department personnel
3. 53% Local college or university faculty
4. 51% Association for Supervision and Curriculum Development (ASCD)
5. 46% School district curriculum specialists
6. 45% Individual teachers in their school or district
7. 43% Other school administrators
8. 43% Community persons or organizations with international experience
9. 42% Office of International Education, U.S. Dept. of Education
10. 38% National Council for the Social Studies (NCSS)
11. 33% State Office of NASSP or NAESP
12. 7% Local Teacher Center

This ranking presents several interesting insights. First, principals indicate that they will turn to their national offices (65%), rather than their state offices (33%), for help. This may be because global/international education sometimes is perceived as a "national" rather than a "state or local" concern. Whatever the reason, the two to one difference is interesting and merits further investigation. The second surprise is that the second place rank is received by State Education Department personnel. Experience with school administrators nationally has shown that in the majority of cases principals do not normally turn to their state departments of education for help. Whether this ranking reflects recent efforts to decentralize education - thus giving states a greater role - or a genuine shift in principals' perceptions concerning the value of services the states provide is unclear. The fact that over half (53%) of the respondents checked local college or university faculty is not a surprise, given the topic. The fact that over half (51%) checked ASCD may speak well for that organization's reputation among school principals. It, unfortunately, could also mean that its title caused respondents to check it without having any idea about specific services or publications ASCD provides. The other curriculum oriented choice, NCSS, fared far worse with only 38% of respondents selecting it. Other than teachers' centers (7%), the remainder of the choices are remarkably alike in the minds of principals.

The responses to "others (s)" in this question have been combined with additional sources listed by respondents in the next question and therefore will be discussed together with that question.

- To determine the extent of knowledge possessed by respondents concerning <u>additional</u> sources of help, they were asked to respond to the following question:

"Making the same assumption, which regional or national organizations would you be likely to turn to for advice, guidance or publications? (Please list all that apply.)"

The most frequent response to this question - if not left unanswered - was, "Same as the previous question" or some other comment that indicated respondents felt that the list of organizations which had been provided in the previous question exhausted the possibilities. This question would have been better had it been worded somewhat differently, for example, "Are there any additional local, regional or national organizations to whom you would turn for help?"

Those sources of help that were identified in this question, combined with those sources listed under "other(s)" in the previous question, provide the following list: (Figures are actual numbers of responses, not percentages.)

(Only those organizations mentioned by more than five respondents are included)

Phi Delta Kappa	41
AFS International/Intercultural Programs	34
United Nations and its agencies	30
County/Intermediate Unit/ Regional Service Centers	27
U.S. Department of State	20
National Education Association	15
State Commissions or Task Forces	13
Local Magnet High Schools	13
World Affairs Councils	13
Other local schools/districts	12
American Association of School Administrators (AASA)	11
Foreign embassies/consulates	11
Rotary International	10
State/Regional NCSS	10

State NEA	9
Diocesan Peace & Justice office	9
National Catholic Education Association (NCEA)	8
Youth For Understanding (YFU)	8
ERIC	7
North Central Association (NCA)	6
Local parents/citizens	6

Previous studies of secondary school principals conducted by NASSP have shown that Phi Delta Kappan is among the most widely read material by secondary principals, which may explain the response pattern in this question. The fact that AFS was mentioned in this context as frequently as it was is a bit of a surprise. Conversely, the low response to ERIC reaffirms the image held by many educators that it is of very limited use to them. Interestingly, only one respondent mentioned the local library or the American Librarians' Association (ALA) as an additional source of help.

- To determine the impact of projects funded as part of Title VII, Section 603, of the Higher Education Act (more commonly referred to as "603 Projects") and other regional or national projects funded by a variety of sources, respondents were asked:

  "In recent years there have been an increasing number of local, regional, and national projects and programs concerned with global/international education. If you are aware of any such activities in your area, please give the name of the project or its director's name or its location."

Persons seeking evidence in support of the impact of "603 Projects" on school principals will be discouraged with the responses. The two global

education "603 Projects" which were mentioned most often - eight times - were the ones conducted by NAESP (one of the cosponsors of the survey) and Las Palamos de Taos in Taos, New Mexico (which was mentioned seven times by principals from New Mexico). The only other "603 Project" that was mentioned more than five times was the Center for Teaching International Relations (CTIR) at the University of Denver - which was mentioned seven times. Only 20 of the 112 projects which were begun in the fall of 1979 and terminated in the fall of 1982 were mentioned at all. Granted that the vast majority of these 112 projects were not specifically directed at principals, nonetheless they were directed at improving global/international education in elementary and secondary schools of this country. The fact that, with the exceptions noted, they remain virtually unknown to those who play a key role in implementing curricular changes of any kind should definitely be of concern to those advocating global education.

- When asked about the initial source of information about the projects that were mentioned, the few who responded cited either "at a professional meeting or workshop" or "from a fellow school administrator." Of interest to those concerned with the impact "603 Projects" may have had on schools in their areas, not a single respondent indicated that "a newsletter or announcement from the project" had been their initial source of information.

- An inadvertent error made in retyping the final draft of the survey questionnaire provided an unintentional check whether the respondents were actually reading all the questions. The use of the number 13 when actually referring to question number 12 was "corrected" by 121 (12%) of the respondents! This may imply something about the detailed manner in which principals read surveys sent to them by persons from outside their own school systems, or it may say that we should have been more careful in proof-reading. We prefer to believe the former, but suspect the latter.

- The next question asked respondents to:

"Assume for the purpose of this survey that your school has decided to move ahead in the area of global/international education. Indicate whether each of the following types of assistance would be extremely useful, useful, of limited use, or of no use."

Eleven separate items were listed. Their ranking, with the percentage of respondents that indicated they were either "extremely useful" or "useful," was:

1.	A clear, written definition of global education	98%
2.	Lists of objectives appropriate for various grade levels	98%
3.	Descriptions of what other schools have developed	93%
4.	Lists of training opportunities for teachers and administrators	92%
5.	New money earmarked for global education from your state	89%
6.	Lists of consultants or organizations	86%
7.	A list of possible grant support for global education projects	84%
8.	A brief film or video-tape about global education for public audiences	75%
9.	Model school board policy statements suitable for local discussion	74%
10.	Lists of reputable student exchange programs operating locally	60%

It's interesting that 98% still wish to have the field defined and specific grade-level objectives identified. Descriptions of what others have done (93%) and training opportunities (92%) also are clearly needed. The comparatively low response for information about student exchange programs (60%) presents a problem to those concerned with increasing this phase of global education, but is consistent with responses from superintendents, school board members, principals, and teachers obtained on two earlier national surveys using the same question. The low position of training opportunities for school board members is also no surprise. Principals and teachers invariable, unfortunately, consistently underestimate the necessity to convince those who "sign the checks" of the value of any educational change.

- Next, again assuming principals were going to act and that "there would be some problems in implementing your decision," respondents were asked to:

"Please indicate whether each of the following would be a major problem, a problem, a minor problem or not a problem."

Twelve separate items were listed. The rank order of the five items that a majority identified as either a "major problem" or a "problem" with their percentages were:

1.	Insufficient time available to cover present priorities	80%
2.	Too many other higher priorities in the present curriculum	78%
3.	Lack of adequate funds to purchase new materials	78%
4.	Teachers' lack of preparation in this area	69%
5.	Lack of faculty enthusiasm	53%

The rank order of the remaining seven items that were identified as either "not a problem" or a "minor problem" with their percentages were:

1.	Community criticism of anything 'global'	86%
2.	The feeling that the school is already doing enough in this area	80%
3.	Lack of community interest	65%
4.	Lack of administrative or school board support	63%
5.	Students' concern with themselves, not with other peoples or nations	59%
6.	Stress on teaching basic skills	51%
7.	Lack of ways to evaluate such programs	51%

As might be expected, "insufficient time" (80%), other "higher priorities"(78%), and "lack of funds" (78%) are the three leading problem areas. Less expected, perhaps, is the disturbing perception of over two-thirds of the respondents that teachers are "not adequately prepared to deal with global education." If correct, this certainly argues that extensive training should be initiated, and those advocating global education must accept part of the responsibility for providing the means.

Looking at the other end of the spectrum, it is gratifying to note that "community criticism of anything 'global'" is considered "not a problem" or a "minor problem" by 86% of the respondents. This should help put to rest the time-honored cliché that says, "but our community would never let us." The fact that "stress on teaching basic skills" is not seen as a problem by slightly over half of those responding, and thus may have run its course, should also be good news to global education advocates.

- To determine further how principals feel about global education, respondents were asked to check statements they felt described global education as they understand it. 81% checked "an important idea, " 34% checked it was also "an overdue idea." A small minority, 05% felt it is "an unnecessary idea" and .005% felt it is "a dangerous idea." 77% felt it is "something schools should know more about," 19% felt it is "something schools should know a little more about," and only 4% felt it is "something schools need not know more about."

These two sets of responses indicate that the principals who answered this questionnaire overwhelmingly support global education and feel it is something schools should know more about. That's the good news. The bad news is that of these same respondents, only .02% indicated that global education is "something our school does well." 78% indicated that it is "something our school does somewhat" and 18% indicated that it is "something our school does not do at all."

Thus we see mixed blessings in the responses. Strong support on the one hand, coupled with the feeling that the schools should move ahead, yet the admission that their own school doesn't do it well, or in 18% of the cases, doesn't do it at all.

C. Foreign Languages & Exchange Programs

Given the interest in foreign language studies generated by the recent Presidential Commission on Foreign Language and International Studies Report, and the interest generated in student exchanges by the current Presidential Youth Initiative Program, it was decided to include specific questions on both areas.

- Respondents were asked what foreign languages were offered in their schools. Unfortunately, the initial tabulation process failed to separate the elementary from the secondary responses. Therefore, no exact percentages can be determined. The languages listed by more than five respondents, with the numbers for each, were:

Spanish	579
French	472
German	298
Latin	176
Italian	36
Russian	20
Hebrew	9
Chinese	5
Greek	5

Given the fact that a total of 597 secondary principals replied to this survey, and very few elementary schools have active foreign language programs, it appears safe to assume that an extremely high percentage - perhaps 95% - of secondary schools represented in this survey offer Spanish, something over 75% may offer French, 50% may offer German, and nearly 30% may still offer Latin.

- The two questions dealing with student exchange programs proved extremely difficult to tabulate. In regard to students from other countries attending

schools here, the breakdown provided the following:

AFS International/Intercultural programs	192
Youth for Understanding	132
Rotary International	115
Other(s)	69

Responses to the number of American students from their school who visit other countries through organized exchange programs, provided numbers somewhat less:

AFS	158
YFU	90
Rotary	95
Other(s)	42

Although it would appear from this particular sample that AFS clearly dominates the student exchange programs in both directions, current figures published by the national offices of AFS and YFU do not reflect this same pattern. The two major student exchange organizations are roughly comparable in the size of their programs.

IV Additional Comments

The additional comments made by the respondents proved particularly interesting and insightful and were greatly appreciated. The comments ranged from a rural Wyoming respondent's simple "Thanks" to a detailed denunciation of global education and all it stands for by a suburban elementary principal from West Virginia who stated: "I firmly believe our country is entrenched in humanism which has had its roots in the public school system. This is another aspect of it, designed to destroy patriotism and democratic ideals. I am adamantly opposed to global education and will do everything possible to ban it from our school system." The respondent went on to say, "It would take an extremely shortsighted individual not to have observed where all this liberal ideology has taken this country." This individual then checked that global education was "a dangerous idea" and it was "Something our school does somewhat." These two viewpoints, perhaps, represent the extremes. Between we see the genuine concerns of working principals as expressed in the following representatives:

Lack of resources-

- "Nothing, in depth is done here for global education purposes other than a standardized textbook approach to instruction."
- "Often times, in middle schools, insuffieient funding explains the lack of language teachers, teacher training programs and materials needed for the area of global education - our situation reflects this."
- "Global education is a commendable venture, but due to fiscal constraints in local school districts, money to be used outside local concerns is not feasible or recommended at this time."

- "It is expensive!"
- "At a time when pressure is being exerted for added emphasis on computer literacy, math and science, it is difficult to ascertain what needs to be removed from the curriculum in order that new areas of study can be added. With decreasing enrollment and limited budget, schools are being forced in to decreasing offerings rather than expanding them."

Lack of time -

- "Global education must be included in the present curriculum. We have too many mandates now for our students."
- "The focus is wrong. We don't need another curriculum called 'global education'. What we need to do is to become more aware of our 'global perspective' into appropriate topics as we cover or discuss them in existing courses."
- "The stress factors, i.e., lack of time, emphasis on basics and lack of faculty enthusiasm are great and becoming more so. We need to do internal housecleaning first."
- "Global Education could be infused through the present curriculum. I do not have room to list what we are already trying to teach."

Lack of information -

- "I would like to have enough information on Global Education so I would know what we are talking about and its potential for the future."
- "I have 2 elementary schools - therefore this is an unknown to me."
- "I am not really aware nor have any knowledge of the global movement or its interests."
- "Global Education has not received emphasis in this part of U.S. (Oklahoma)

- "The term global education overwhelms me! My first reaction is that this is a fantasy dreamed up to get money for self-perpetuation. We in Indiana are not knowledgeable of all the implications, etc., of global education."

Others responded quite differently:

- "This (global education) is a most important area for American students to study."
- "This is badly needed for survival. However, I'm afraid the country is not thinking much about it - unfortunately."
- "I would like to have a global education program in my school."
- "I feel a Global/International program within a school system would further help advance our integration problem. The more you know and understand everyone's differences the less prejudices would be practiced."
- "Great concept!"
- "We have a philosophy which leads to goals and objectives which support the necessity for global education."
- "Keep pushing!"
- "Keep in touch! It's lonely out here trying to begin a study area (global education) without much information!"
- "The world political situation being what it is - the only positive force able to work against it is a meaningful education program. Go for it!"

And finally -

- "I realize the importance of global factors that can affect an individual nation,....we are so involved in the act of

survival with our own interest, it will be difficult to generate any interest for global education until it has a direct-relationship factor." Michigan

The messages are clearly mixed. But in spite of the limiting factors expressed by some, the eternal optimism of principals can still be seen.

nassp The National Association of Secondary School Principals
1904 Association Drive • Reston, Virginia 22091 • Tel: 703-860-0200

November 1, 1982

Dear Colleague:

Most educators agree that students need to grow in their understanding of world forces that shape the daily lives of Americans. Economic and political interdependence has increased dramatically over the past decade, affecting everything from the price of silver to the availability of newsprint. A new awareness is growing that global matters affect each of us in very personal and direct ways, that studying one's own nation is insufficient preparation for responsible citizenship in today's world. This reality has led to a spreading interest in "global education" in America's schools.

NAESP and NASSP, in cooperation with the International Education Assessment Project, is conducting a study of administrator opinion about the importance of global education. We ask your assistance to complete this questionnaire as an important part of the study. Only two thousand questionnaires are being distributed at random to principals, so your response is especially important.

Please return the completed questionnaire to NAESP, 1920 Association Drive, Reston, Virginia 22091, at your earliest convenience but particularly before November 30, 1982. Thank you for your cooperation and assistance with this analysis of attitudes toward global education.

Sincerely,

Scott D. Thomson

Scott D. Thomson
Executive Director
NASSP

Samuel G. Sava

Samuel G. Sava
Executive Director
NAESP

International Education Assessment Project

(A Project, funded by the U.S. Department of Education, to determine the status of global education in elementary and secondary schools in the United States)

Please return completed questionnaire to:
H. Thomas Collins, NAESP, 1920 Association Drive, Reston, Virginia 22091

November 1982

SCHOOL PRINCIPAL SURVEY

1. Are you a member of (check one)

   1.1 _____ NASSP?

   1.2 _____ NAESP?

2. Check the city/state in which your school is located.

2.1	_____ Alabama	2.16	_____ Michigan
2.2	_____ Arizona	2.17	_____ Minnesota
2.3	_____ Baltimore	2.18	_____ Missouri
2.4	_____ Cincinnati	2.19	_____ New Mexico
2.5	_____ Columbus	2.20	_____ North Carolina
2.6	_____ Connecticut	2.21	_____ Oklahoma City
2.7	_____ Delaware	2.22	_____ Oregon
2.8	_____ Denver	2.23	_____ Philadelphia
2.9	_____ Florida	2.24	_____ San Francisco
2.10	_____ Illinois	2.25	_____ South Carolina
2.11	_____ Indiana	2.26	_____ Utah
2.12	_____ Iowa	2.27	_____ Washington
2.13	_____ Kentucky	2.28	_____ West Virginia
2.14	_____ Los Angeles	2.29	_____ Wisconsin
2.15	_____ Massachusetts	2.30	_____ Wyoming

3. Would you describe your school community as predominantly: (check one)

3.1	_____ Rural?	3.3	_____ Suburban?
3.2	_____ Small Town?	3.4	_____ Urban?

4. Your total school enrollment is: _____

5. Are you

5.1 _____ Male?

5.2 _____ Female?

6. How many years have you been employed in education? _____

7. Do you now work in the same state in which you graduated from high school?

7.1 _____ Yes

7.2 _____ No

8. Do you speak or read a foreign language(s)? Check the language in which you are most fluent.

8.1 _____ French

8.2 _____ German

8.3 _____ Spanish

8.4 _____ Other _____

8.5 _____ None

9. Which of the following describes your ability in the language in which you are most proficient?

9.1 _____ Limited (enough to get around while travelling and/or understand a simple text)

9.2 _____ Moderate (conduct routine conversations and/or read a daily newspaper)

9.3 _____ Fluent (speak easily on professional subjects and/or read university level texts)

10. Assume for the purposes of this survey that your school has decided to move ahead in the area of global/international education. To which of these sources would you be likely to turn for advice, guidance or publications? (Please check all that apply)

10.1 _____ National Office of NASSP or NAESP

10.2 _____ State Office of NASSP or NAESP

10.3 _____ Association for Supervision and Curriculum Development

10.4 _____ National Council for the Social Studies

10.5 _____ Other school administrators

10.6 _____ School district curriculum specialists

10.7 _____ State Education Department personnel

10.8 _____ Office of International Education of the U.S. Department of Education

10.9 _____ Individual teachers in your school or district

10.10 _____ Persons or organizations in the community with international experience

10.11 _____ Local college or university faculty

10.12 _____ Local Teacher Center

10.13 _____ Other(s) _____

_____

_____

11. Making the same assumption, which regional or national organizations would you be likely to turn to for advice, guidance or publications? (Please list all that apply)

_____

_____

_____

_____

_____

12. In recent years there have been an increasing number of local, regional and national projects and programs concerned with global/international education. If you are aware of any such activities in your area, please give the name of the project or its director's name or its location.

_____

_____

_____

13. If you listed a project in question 13, please indicate the original source of your information about this project, otherwise skip this item. (check one)

13.1 _____ A newsletter or announcement from the project

13.2 _____ NASSP/NAESP

13.3 _____ A national newsletter in the field

13.4 _____ At a professional meeting or workshop

13.5 _____ From a fellow school administrator

13.6 _____ From one of your school district's curriculum specialists

13.7 _____ From one of your teachers

13.8 _____ From State Education Department personnel

13.9 _____ From an area or regional Service Center

13.10 _____ Other _____

_____

14. Assume for purposes of this survey that your school has decided to move ahead in the area of global/international education. Indicate whether each of the following types of assistance would be extremely useful, useful, of limited usefulness, or of no use:

		Extremely Useful	Useful	Of Limited Usefulness	Of No Use
14.1	A clear, written definition of global education	(1) ___	(2) ___	(3) ___	(4) ___
14.2	Lists of objectives appropriate for various grade levels	(1) ___	(2) ___	(3) ___	(4) ___
14.3	Model school board policy statements suitable for local discussion	(1) ___	(2) ___	(3) ___	(4) ___
14.4	Descriptions of what other schools have developed in this area	(1) ___	(2) ___	(3) ___	(4) ___
14.5	A brief film or videotape about global education for public audiences	(1) ___	(2) ___	(3) ___	(4) ___
14.6	A list of possible sources of grant support for global education projects	(1) ___	(2) ___	(3) ___	(4) ___
14.7	Lists of consultants or organizations	(1) ___	(2) ___	(3) ___	(4) ___
14.8	Lists of reputable student exchange programs operating in your area	(1) ___	(2) ___	(3) ___	(4) ___
14.9	Lists of training opportunities for teachers and administrators	(1) ___	(2) ___	(3) ___	(4) ___
14.10	Opportunities for board members to attend workshops about global education	(1) ___	(2) ___	(3) ___	(4) ___
14.11	New money earmarked for global education from your state government	(1) ___	(2) ___	(3) ___	(4) ___

15. Assume for purposes of this survey that your school has decided to move ahead in the area of global/international education. No doubt there would be some problems in implementing that decision. Please indicate whether each of the following would be a major problem, a minor problem, or not a problem:

		Major Problem	Problem	Minor Problem	Not a Problem
15.1	Stress on teaching basic skills	(1) ___	(2) ___	(3) ___	(4) ___
15.2	Student's concern with themselves, not with other peoples and/or nations	(1) ___	(2) ___	(3) ___	(4) ___
15.3	Insufficient time available to cover priorities in the present curriculum	(1) ___	(2) ___	(3) ___	(4) ___
15.4	Too many other higher priorities in the present curriculum	(1) ___	(2) ___	(3) ___	(4) ___
15.5	The feeling that the school is already doing enough in this area	(1) ___	(2) ___	(3) ___	(4) ___
15.6	Community criticism of anything 'global'	(1) ___	(2) ___	(3) ___	(4) ___
15.7	Lack of adequate funds to purchase new materials	(1) ___	(2) ___	(3) ___	(4) ___
15.8	Lack of ways to evaluate such programs	(1) ___	(2) ___	(3) ___	(4) ___
15.9	Teachers' lack of preparation in this area	(1) ___	(2) ___	(3) ___	(4) ___
15.10	Lack of faculty enthusiasm	(1) ___	(2) ___	(3) ___	(4) ___
15.11	Lack of administrative or school board support	(1) ___	(2) ___	(3) ___	(4) ___
15.12	Lack of community interest	(1) ___	(2) ___	(3) ___	(4) ___

16. As I understand global education, it is (Please check all that apply):

16.1 _____ An important idea

16.2 _____ An unnecessary idea

16.3 _____ A dangerous idea

16.4 _____ An overdue idea

17. Global education is (check one):

17.1 _____ Something our school does well

17.2 _____ Something our school does somewhat

17.3 _____ Something our school does not do at all

18. Global education is (check one):

18.1 _____ Something schools should know more about

18.2 _____ Something schools should know a little more about

18.3 _____ Something schools need not know more about

19. Which languages are offered in your school? (Please check all that apply)

19.1 _____ French

19.2 _____ German

19.3 _____ Spanish

19.4 _____ Latin

19.5 _____ Italian

19.6 _____ Hebrew

19.7 _____ Other(s) _____

_____

19.8 _____ None

20. (For secondary principals only)

Do you have students from other countries attending your school through organized exchange programs?

From American Field Service	Yes _____	No _____	Average Number Per Year _____
From Youth for Understanding	Yes _____	No _____	Average Number Per Year _____
From Rotary International	Yes _____	No _____	Average Number Per Year _____
Other(s) _____	Yes _____	No _____	Average Number Per Year _____
_____			Average Number Per Year _____

21. Do American students from your school visit other countries through organized exchange programs?

Through American Field Service	Yes _____	No _____	Average Number Per Year _____
Through Youth for Understanding	Yes _____	No _____	Average Number Per Year _____
Through Rotary International	Yes _____	No _____	Average Number Per Year _____
Other(s) _____	Yes _____	No _____	Average Number Per Year
_____			Average Number Per Year _____

Additional comments:

Please return completed questionnaire to:

H. Thomas Collins
National Association of Elementary School Principals
1920 Association Drive
Reston, Virginia 22091